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ABSTRACT

The Adult English as a Second Language Diagnostic Reading Test was developed under Adult Education Demonstration Funding. It is designed for English as a Second Language students in adult education or community college programs. The purpose is to diagnose reading strengths and weaknesses for a student or groups of students as well as to provide teachers with suggestions for planning appropriate instruction. Included in the User's Manual is a Locator Test, the AESL Diagnostic Reading Test, Sample Strategy Lessons, how to administer and score the tests, and a technical section. The Locator Test is used to accurately determine which level of the AESL Diagnostic Reading Test is most appropriate for the student to take. The Locator Test is in a cloze format with 55 blanks and requires forty-five minutes to complete. The AESL Diagnostic Reading Test has a beginning and an intermediate form; each form has two passages in a maze (multiple answer cloze) format. The number of blanks per passage ranges from 96 to 128. Each passage requires one hour to complete. Diagnosis is based on the percentage of identical responses and the percentage and type of errors made on the two passages of the maze test. The four error types are: semantically appropriate, semantically inappropriate, partially acceptable, and minimal units. After tabulating the percentages of identical and error responses for an individual or group of students, the teacher will have the information needed to develop a reading "profile" for an individual or group. This profile is then used to determine which Reading Strategy Lessons will be most helpful in meeting the students' needs. (Author)

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THE ADULT ENGLISH AS A SECOND LANGUAGE DIAGNOSTIC READING TEST

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ABSTRACT

The Adult English as a Second Language Diagnostic Reading Test was developed under Adult Education Demonstration Funding. It is designed for English as a Second Language students in adult education or community college programs. The purpose is to diagnose reading strengths and weaknesses for a student or groups of students as well as to provide teachers with suggestions for planning appropriate instruction. Included in the User's Manual is a Locator Test, the AESL Diagnostic Reading Test, Sample Strategy Lessons, how to administer and score the tests, and a technical section.

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Diagnosis is based on the percentage of identical responses and the percentage and type of errors made on the two passages of the maze test. The four error types are: semantically appropriate, semantically inappropriate, partially acceptable, and minimal units. After tabulating the percentages of identical and error responses for an individual or group of students, the teacher will have the information needed to develop a reading "profile" for an individual or group. This profile is then used to determine which Reading Strategy Lessons will be most helpful in meeting the students' needs.

THE ADULT ENGLISH AS A SECOND LANGUAGE (AESL) DIAGNOSTIC READING TEST

Purpose of the AESL Diagnostic Reading Test

Under Adult Education Demonstration Funding from September 1979 to May 1982, the project staff researched and wrote the AESL Diagnostic Reading Test. The test was created because a need existed for a diagnostic reading test for adult ESL students which would provide teachers with a profile of a student's strengths and weaknesses in reading strategies, as well as provide direction for teachers in planning appropriate instruction.

Need

When the staff began its research, no diagnostic reading tests for ESL students were available, only placement and proficiency tests. The available diagnostic tests for native speakers were judged inappropriate for ESL students. For example, subtests of the Stanford Diagnostic Reading Test, such as "Phonetic Analysis" and "Auditory Discrimination," focus on mastery of phonology, a skill which does not seem to be crucial to the reading process, particularly for ESL students. Further, reading tests for native speakers often contain reading selections with content and vocabulary which are inappropriate for our population. The intent of the research staff therefore, was to develop an appropriate instrument which tests the integrated process of reading for meaning, rather than one which tests component skills such as phonetics or grammar in isolation.

Rationale

The technique which appeared to show the most promise for evaluating the reading process of adult ESL students, and which has been widely used to evaluate native speakers' reading, was Bormuth's Cloze Procedure.+ This procedure uses connected text exclusively. Comprehension assessment is built into the text rather than being a post-textual addendum.+ Additionally, responding to cloze passages requires information processing strategies similar to those necessary for reading connected text. And the cloze format appears to tap strategies which are necessary to the global process of reading comprehension (Oller, 1979; Haskell, 1976)*.

Development

During the first year of research, the staff developed a series of beginning and intermediate cloze test passages leveled according to syntactic and lexical difficulty, with content appropriate to adult ESL students. These initial passages were adapted from ESL texts.

The staff then field tested the cloze passages in conjunction with Miscue Analysis and the "Phonetic Analysis" and "Auditory Discrimination" subtests of the Stanford Diagnostic Reading Test. This comparison was undertaken in order to determine whether cloze did, in fact, yield the most meaningful diagnostic information for assessing the reading behavior of adult ESL students.

Miscue Analysis was chosen for investigation because it has been well researched as a technique for testing native speakers' and young ESL speakers' reading performance, and can provide information similar to that of the cloze. The staff wished to determine whether Miscue Analysis procedures were appropriate for adult ESL students, particularly those at the beginning level.

Our data indicated that Miscue Analysis is not appropriate for assessing some aspects of the reading performance of adult ESL students. Those students whose spoken English while reading aloud was unintelligible to the examiner were, in fact, able to correctly answer comprehension questions and to retell the story. When students were not able to respond correctly to comprehension questions, the researcher could not conclude that this was due to a lack of understanding rather than to difficulty in producing oral language. In addition, Miscue Analysis is unwieldy for large group administration and evaluation of data. Miscue Analysis concepts, however, appear to be quite valid for measuring the reading performance of ESL students and were useful in the development of the final version of the AESL Diagnostic Reading Test.

Another goal of the early field testing was to investigate the relationship between reading comprehension and the mastery of phonology. The results of this investigation indicated no significant correlations between performance on the subtests of the Stanford Diagnostic Reading Test and the cloze test passages. Many students who scored very high on the cloze passages scored poorly on the Stanford "Auditory Discrimination" subtest. The reverse was also true.

The results of the first year's field testing indicated that testing phonological knowledge is not useful in assessing the reading comprehension of adult ESL students. However, the results of miscue analysis and cloze in measuring reading comprehension were quite compatible and corroborated the appropriateness of using cloze to test the reading comprehension of adult ESL students.

In the second year of research, original stories were written and converted to cloze passages. By writing original stories, the staff could closely control for content, vocabulary and syntax. A multiple choice cloze format (maze) was ultimately adopted because it is an easier format to administer and score than the cloze. The distractors for the maze were chosen from student responses on the open cloze whenever possible. The original stories, put into a maze format, became the final version of the AESL Diagnostic Reading Test. An identical population of students was tested on the cloze and maze

versions of the same test passages in order to establish a relationship between the results of the cloze and maze test formats. Test data support the diagnostic validity of the maze format.

Target Population

The AESL Diagnostic Reading test is not appropriate for a student who is pre-literate in English. The student must have at least a limited ability in reading connected text in order for the test to be effectively diagnostic. This does not mean it is necessary for the student to be a proficient reader in order to take the test. The examiner's, or teacher's, discretion in determining literacy must be relied upon.

Format

There is a beginning and intermediate form of the AESL Diagnostic Reading Test. Each form has two passages. The content of one passage is based on survival skills and the content of the second is based on a story of general interest. The passages range in length from 450 to 650 words with every fifth word deleted. The number of blanks per passage ranges from 96 to 128.

A Locator Test is used to determine whether a student should take the beginning or intermediate level of the AESL Diagnostic Reading Test. After completing the Locator Test, the student is given the appropriate maze test form. In the maze format, each test form requires about an hour. The test is then scored. By tabulating the number and types of errors, an individual profile of a student's reading strategies is generated. With this information, the teacher can design reading instruction to meet each student's needs.

A User's Handbook accompanies the test. The handbook explains how to assign the appropriate test packet and administer the test, and how to score and diagnose the responses. Also, sample classroom activities corresponding to the error types are included.

+ In cloze procedure as outlined by Bormuth, a passage of continuous text of at least 250 words is used. Every fifth word is deleted. The student fills in one word per blank. The student's response indicates his/her ability to process text using semantic, syntactic, and graphophonic (symbol-sound) cues to achieve an integrated understanding of what is read (Bormuth, 1968).

o Extra-textual comprehension questions may contain unfamiliar structures and vocabulary, or have a focus which is misunderstood by the students and this may create problems which confound the assessment of reading comprehension.

* See section on the Reading Process for a fuller discussion of the concepts involved in the global reading process.

THE READING PROCESS

According to the psycholinguistic (or "whole language") view of reading, the reading process involves a communication between author and reader through the medium of print. Reading as communication must, therefore, begin and end with meaning--the reader's need to make sense of written information. This communication tends to be more successful when a good match exists between the language and experiential background of author and reader. The reader must also be motivated to make sense of the text (for whatever purpose the reader intends), and must use effective meaning-gathering strategies.

Reading, like listening, speaking and writing, is a language process. Three inseparable cueing systems encode the language of written information. The graphophonic (or sound/symbol) system, expresses the relationship between the sounds of language and language in its written form. In English, this relationship is imperfect. A single letter can represent several sounds; "move", "love", "stove"; a single sound can be represented by several letters: "fright", "fly", "rise". Readers learn these sound/symbol correspondences naturally, through exposure to meaningful written language. These rules become internalized even though a reader would never be able to accurately specify just what the distinguishing features of the many sound/symbol relationships might be. (Forester, 1977)

The syntactic (or grammatical) system, is the "cement" of language. The system expresses the inter-relationships of words, sentences and paragraphs, which include word order, tense, number and gender. In the sentence "the flabbit skogged his gibbit", who did what to whom is quite clear even though the reader could not specifically define "flabbit", "skogged", or "gibbit". Native speakers have intuitive knowledge of the syntactic rule systems of their language by virtue of being users of the language. A non-native speaker may have more difficulty with the form (grammar), but still be able to obtain meaning through the context of the written material.

The semantic (or meaning) system, encodes the ideas and experiences with which readers interact through print. If the meanings expressed within the text are too unfamiliar, readers will be unable to make sense of the material. A reader must bring meaning to print in order to take meaning from it. A computer operator's manual will not be understood equally by a computer analyst and a physician no matter how explicit the language of the text. Adult ESL readers may experience similar problems with the content of written materials which are "culture bound".

The graphophonic, syntactic and semantic cueing systems, which encode written messages, must function together for the language user to express or retrieve information. Separation or fragmentation of the systems destroys the potential for communication by eliminating vital language cues.

Although the graphophonic system traditionally receives the most emphasis in reading instruction, a minimum of visual information is actually needed in processing text when the three language systems are used together in a meaningful task. Y__ c_n r__d th_s s_nt_nc_ _v_n w_th _ll th_ v_w_ls r_m_v_d. Do you pronounce "an evening out on the town" in the same way you pronounce "an evening out of economic growth"? The pronounciation of a word is determined by the meaning a reader assigns to it, the meaning is not determined by its pronunciation (Smith, 1973).

Contrary to a popular belief, the act of reading does not take place by blending the sounds of individual letters together to form words. Severe constraints on the brain's information processing system make such an approach impossible. By the time readers reach approximately the 7th letter of a word, attempting to use this method, they would already have forgotten what they were trying to read (Smith, 1973).

Readers quite naturally overcome this "bottleneck of memory" by selectively using context and grammar along with minimal visual cues to make predictions about text information. Before ever encountering the print, prior knowledge about the situation (is the text to be read a recipe? a mystery?) helps determine the readers approach to the material.

Also, some grammatical and visual patterns of language are far more likely to occur in English than are other patterns. "The" is a possible spelling in English, "thx" is not. A noun or adjective is likely to follow an article such as "the", a verb is not. Redundancy features within language such as the frequency of plural information carried in the sentence, "Two men are carrying their umbrellas" reduces the amount of attention a reader must pay to such information. Thus, the use of prediction strategies based upon selective use of the three language cueing systems and the reduction of unlikely alternatives enable readers to process written information effectively despite the short-term memory constraints of the human brain.

Because reading is not an exact process and readers must predict when they read, some of their predictions will be inaccurate. These "mispredictions" are more likely to occur at points in the text where the conceptual information and/or grammatical structures which the author uses are at variance with the reader's expectations. If readers have relevant knowledge about the subject of the text, they are more likely to monitor their meaning-gathering process effectively. When good readers mispredict and meaning is disrupted, they will correct their responses immediately, by re-reading or reading ahead to gain additional information with which to meaningfully alter their initial response to the text. These predicting, correcting and/or confirming strategies are an on-going and vital part of the comprehension process.

Reading Diagnosis

Most diagnostic reading tests view reading as an exact process and thus view any deviation from the text (error) as a negative indicator of reading ability.

Such errors are tabulated quantitatively without regard for the quality or the kinds of errors made.

The AESL Diagnostic Reading Test, utilizing miscue analysis concepts, determines reading proficiency by analyzing the degree of meaningfulness of the errors which readers generate. Such errors are not viewed as negative, but rather as indicating degrees of reading strength: how well a reader uses language cues to make predictions which are meaningful in terms of the text. For example, the phrase "grassy slope" in a story about hunting is read by one reader as "grassy strip" and by another reader as "grassy sloop." Both readers are using graphophonic cues, since the observed responses are visually quite similar to the expected response, both in general configuration and in letter correspondence. However, only one of the observed responses (a "grassy strip" of land) retains meaning which is similar to the expected response. A "grassy sloop" (ship) is far wide of the mark.

Evaluating reading errors in terms of the degrees of meaning retained (qualitative analysis) has its research base in a well-documented procedure, miscue analysis, (analyzing the mispredictions). Miscue analysis procedures require students to read aloud from an unfamiliar text. A teacher, or other practitioner, transcribes, and then qualitatively classifies, the reading errors. However, the procedure is quite time consuming and does not easily lend itself to large group diagnosis. Additionally, the pronunciation of many adult ESL students is such that it becomes difficult for the teacher to determine whether the miscues are actually mispredictions or merely mispronunciations.

An adaptation of the Cloze Procedure, used as an alternative to miscue analysis, reveals similar underlying information and can be used as a reading diagnostic tool for large group evaluation. This cloze procedure:

1) uses connected discourse in the form of linguistically and experientially appropriate stories.
2) directs the potential for analyzable errors in a regularized manner by eliminating every fifth word and requiring the reader to replace the deleted items.
3) parallels the process of reading according to research findings (Bormuth, 1968; Oller, 1979; Lindberg, 1977). The cloze also gives a process view (what the reader does while reading), as well as a product view of reading performance (by calculating and evaluating the percentages of exact and non-exact responses.)
4) has been successfully used with adult ESL readers (Oller, 1979; Haskell, 1976).

The multiple answer cloze test (Maze), a variation of the cloze procedure, has been gaining in popularity in recent years (Jonz, 1976). Unlike the cloze, which requires students to produce written responses to each deleted item, the maze provides alternative answers for each blank. The students must choose among the answers.

The students' responses to the maze test items can be scored and evaluated qualitatively on answer sheets. This format allows the teacher to quickly and efficiently evaluate the reading ability of both the individual student and large groups of students.

The handbook accompanying the AESL Diagnostic Reading Test enables teachers to use the maze format effectively. Teachers are guided in interpreting the data and planning specific instructional strategies for their students. This format eliminates the need for teachers to construct, score tests and plan lessons without guidance, as required when using a regular cloze procedure.

The AESL Diagnostic Reading Test is unique among maze tests in that most maze tests score for right answers only. The AESL Diagnostic Reading Test, in contrast, uses distractors which represent specific diagnostic categories reflecting various degrees of reading proficiency.

READABILITY OF THE TEST PASSAGES

In writing the passages, the level of the text was determined by the inclusion or exclusion of appropriate grammatical structures, content and related vocabulary. In addition, content areas as outlined in the San Francisco Bay Area Adult Education Centers' ESL syllabi for beginning and intermediate level classes were taken into consideration. Another source of information was the test developers' knowledge of ESL methodology and classroom experience. Once written, the reading level of the test passages was evaluated and confirmed as appropriate by Bormuth's cloze readability procedure (1968).

None of the standard readability formulas used for determining the reading level of text written for native speakers was judged to be suitable for adult ESL students. There is a general problem using formulas designed for young people with adults. Grade level designations have not been standardized with adults and thus are inaccurate when used with this population. Additionally, words and concepts known to adult ESL students often tend not to appear on lists of familiar words used by some formulas. ESL reading material evaluated with such a measure would appear to be more difficult than it actually was. Conversely, the adult ESL students know many words considered difficult which would not appear on these lists. Furthermore in recent years, wide-ranging research studies have cautioned against the use of readability formulas to measure text difficulty. Actual application of the Dale-Chall readability formula and the Fry readability graph to the test passages yielded unstable results.

For the above reasons, Bormuth's Readability Procedure was selected to determine the level of the passages being developed for AESL Diagnostic Reading Test. According to this procedure, every fifth word is eliminated from a passage of at least 250 words in length. A student's individual score or a group score indicates whether the passage is at a "frustration", "instructional" or "independent" reading level, regardless of the age or background of the student.

The passages chosen by the cloze format were deliberately targeted at frustration level so that the maze version, which was known to significantly improve a reader's score, could still yield enough errors to provide meaningful diagnostic information. Additionally, research in miscue analysis and cloze studies using miscue analysis techniques (Goodman, 1969, 1979; Lindberg, 1977) indicates that error analysis is more fruitful when the material used is somewhat difficult for the students. The level of the test passages was also confirmed by students' scores on an independent placement test, scores on a simultaneously developed locator test, and teacher judgment.

DIAGNOSTIC INFORMATION

ERROR CATEGORIES

Description

The error types used to evaluate students' reading ability are divided into five categories, including correct response. The categories are considered to be hierarchical in the sense that they indicate descending degrees of reading proficiency in processing text for meaning. The error categories show degrees of reading strengths as well as weaknesses.

The hierarchical categories are defined as follows:

Identical Response - the exact replacement of the deleted word. This category indicates that the reader is processing the text for both meaning and syntax.

Semantically Appropriate - a meaningful, but ungrammatical, replacement of the deleted word. This category indicates the reader is processing text for meaning but has less control of English syntax.

Semantically Inappropriate - a response which is meaningful at the sentence level but is not meaningful in the discourse as a whole. The response may or may not be grammatical.

Partially Acceptable - a response which is partially acceptable within the sentence or the discourse is substituted for the deleted word. The response is acceptable with information that precedes it in the sentence or text; or, the response is acceptable with information that follows it in the sentence or text. This category particularly highlights the reader's limitations in using predicting and confirming strategies.

Minimal Units - an unacceptable response which relates only to very small segments of surrounding print. This category indicates the reader is not responding to the text in meaningful ways but, rather, is being cued by a single familiar word or phrase. The reader makes an association with a word or phrase which is generally unrelated to the larger meaning of the discourse.

Distractor Examples

LEVEL: Intermediate

TYPE: Survival Skills: Reading an advertisement - excerpt from Dinner For Two

DINNER FOR TWO

Emma and Manuel were sitting in their apartment one evening at 6:00 p.m. They were tired. Emma had just returned home from her job as a nurse at a nearby hospital. She had been on her feet all 6. _____, doing
a) hard c) evening
b) day d) standing
the many jobs that are always necessary in a hospital. She had probably walked 20 miles in the halls of the hospital. Manuel had just returned home from his job as a gardener. He had worked hard all 14. _____ bending and
a) day c) was
b) times d) hospital
digging, and planting and trimming trees.

MAZE DISTRACTOR EXAMPLES

BLANK #	RESPONSE	ERROR TYPE	DESCRIPTION/EXAMPLE
6. A	hard	Partially Acceptable	The response is valid with post textual information. Ex.: (She worked hard) doing the many jobs that are always necessary in a hospital.
B	day	Identical Response	The exact replacement of the deleted word.
C	evening	Semantically Inappropriate	The response is not semantically appropriate with the textual information. The discourse has already established that Emma had worked all day and is now at home.
D	standing	Semantically Appropriate	The response indicates no essential meaning loss but is grammatically incorrect.
14. A	day	Identical Response	The exact replacement of the deleted word.
B	times	Semantically Appropriate	The response is ungrammatical, but the meaning is preserved.
C	was	Partially Acceptable	The response is only partially correct. It is valid with only post-textual information. Ex.: (He was) bending and digging and planting and trimming trees.
D	hospital	Minimal Unit	The response indicates a reader focused on a very small segment of print "work" and associating that with pre-textual information--working in a hospital.

INTERPRETING THE RESULTS

After a student has completed both passages of the beginning or intermediate form of the AESL Diagnostic Reading Test, the teacher, using the percentage of correct responses (i.e., identical) can determine whether a student is a "good", "average", or "poor" reader. The classification of a student as a good, average, or poor reader is based on Bormuth's research indicating the cloze procedure's sensitivity in predicting frustrational, instructional, and independent reading levels of a given passage. (Bormuth, 1967). The strong relationship between a person's percentage correct on the cloze version of the AESL Diagnostic Reading Test and the percentage correct on the maze version of the same two passages allows for the application of these cut-off points to the maze test. Within the designations of good, average, or poor, certain percentages and types of errors will predominate. The number and types of these errors are the basis of the AESL Diagnostic Reading Test Profiles.

There are two methods of interpreting the results of the AESL Diagnostic Reading Test: 1) individual student's results are analyzed; 2) group results are analyzed. In the first method, a student's results form an individual profile which can be compared against a) an absolute percentage correct and an absolute percentage of each of the error categories; b) the class as a whole or a sub-group of the class (i.e. "good" readers as determined by the percentage correct; c) the AESL Diagnostic Reading Test Profiles.

In the second method, group results create a group profile. The accuracy of this profile depends on the homogeneity of the class in terms of percentage correct and the respective percentages of each of the error categories. If the class is heterogeneous in terms of percentage correct and the respective percentages of each of the error categories, the teacher can divide the class according to the percentage correct and create distinct profiles (good, average, and poor) for each third of the class.

The most effective method of interpreting results and thus maximizing the diagnostic strength of the test is to combine both methods by dividing the class into three groups, creating a profile for each third, and then comparing individual student profiles to the most appropriate of these three group profiles. The procedures to follow in interpreting the results using any of these methods are explained in the section on the scoring of the maze tests in the User's Manual.

SAMPLE LESSONS

The purpose of the following classroom activities is to help students develop effective reading strategies for making sense of text. Strategies which individual students are under-utilizing, and therefore need to strengthen, are determined by administering the AESL Diagnostic Reading Test and interpreting the results. The strategy lessons are also provided to offer guidelines to teachers in preparing their own activities to meet their students' need.

Principles of the Reading Process

Reading is communication between author and reader, using the medium of print. The reader, attempting to make sense of written material, is more likely to succeed if there exists a shared linguistic and situational background between reader and author. When such a shared background exists, readers are more highly motivated to make sense of the text and are more likely to use the most effective meaning-gathering strategies they possess.

Readers interacting with written text simultaneously sample information from the three language cuing systems--the graphophonic, syntactic and semantic--in their attempt to glean meaning from print. Good readers successfully employ strategies of prediction, correction and confirmation in processing written text.

Principles of the Reading Strategy Lessons

The reading strategy lessons focus on the process of reading. Therefore, the content of the text (i.e. vocabulary, language structures and topic) should be familiar to the students. If it is not, the teacher should strive to familiarize the students with the topic by oral, "hands-on" activities and life, or life-like, experiences related to the content.

A focus on the reading process means that language is never fragmented. Sounds, words and sentences are not isolated from the larger context of the discourse. The reading process is viewed as "functional"--solving problems or providing information and enjoyment--rather than as "structural"--decoding isolated language without a context.

Strategy lessons highlight aspects of the reading processing strategies (predicting, correcting, confirming) while keeping the process-as-a-whole intact. All of the strategy lessons and their extensions are based on the whole language of connected discourse. (Connected discourse is defined as no less than one cohesive paragraph.)

The content of the lessons are "real" or at least realistic, both situationally and linguistically. The activities are relevant, usable and applicable to the world outside of the classroom. The strategy lessons are directed to the normal uses of reading. The goal of these lessons is to improve the readers' use of predicting, correcting and confirming strategies as they employ their experiential and language backgrounds in an attempt to make sense of print.

Strategy Lesson Paradigm

The strategy lessons demonstrate the interaction between an aspect, or aspects, of reading processing strategies and a hierarchy of meaning-gathering components--as exemplified by the error categories of the AESL Diagnostic Reading Test. For each lesson, particular reading processing strategies have been chosen in conjunction with particular "meaning-gathering components." (Other reading processing strategies could have been selected for a given strategy lesson. Appropriate revisions would then have been made.)* The pairings of reading strategies and meaning-gathering components are representative of reading profiles based on students' performance on the AESL Diagnostic Reading Test.

The following are the two interactive parts of the process model:

Reading Processing Strategies

Predicting
Correcting
Confirming

Hierarchy of Meaning-Gathering Components (Error Categories)

Semantically Appropriate
Semantically Inappropriate
Partially Acceptable
Minimal Units

All of the strategy lessons presented can be used at any level. Materials appropriate to the students' reading level should be substituted for those given.

Developing A General Meaning Context

In all reading situations readers should be encouraged to make sense out of print. They need to ask themselves whether or not what they are reading makes sense in terms of the total story context. When meaning is lost, readers should use appropriate strategies such as re-reading, reading ahead and re-thinking in their attempt to reconnect with meaning. If students

are not able to make sense out of print, they should realize that they also have the right not to read something. Student and teacher need to communicate so that the teacher can substitute easier material, provide additional background and information and/or help the student work on strategies which will make reading--the communication of ideas and information--a more worthwhile experience.

The Format of the Reading Strategy Lessons

At the beginning of each strategy lesson, the "Reading Processing Strategy" being highlighted, the "Meaning-Gathering Component" (the error category) and the "Target Level" (e.g. Low Beginning) are indicated. Each lesson contains a "Rationale" which explains the relationship of the "Reading Strategy" and "Meaning-Gathering Component" to the "Classroom Activity." The necessary background of experience which the students need to understand and participate in the activity is outlined in "Developing A Meaning Context." The "Introduction" to the activity sets the stage for the lesson. One piece of material is used for "Group Interaction" and an additional piece of material with its own directions are provided for "Individual Practice." "Expansion" and "Variations" of each of the activities are also provided. The written materials needed for each activity and the approximate time required for completion of the lesson are included.

Choosing The Appropriate Reading Strategy Lesson

Based on the evaluation of a student's or group of students' percentage and type of errors as compared to one of the error profiles, an appropriate lesson can be selected from among the Sample Reading Strategy Lessons. For example, if a beginning level class demonstrates a low global reading ability on the AESL Diagnostic Reading Test, the first sample lesson would be most appropriate. After completing the lesson, the teacher may choose to expand or extend the lesson, adapting to the needs of that particular class.

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* For example, in the Low Intermediate lesson using a review of La Posada Restaurant, the meaning-gathering component highlighted is "Semantically Inappropriate" responses and the reading strategy is making use of the "confirming" process. Correcting or predicting strategies could have been highlighted with this particular meaning-gathering component along with appropriate changes in the text.

READING STRATEGIES Predicting and Confirming

MEANING GATHERING COMPONENT Language Immersion

LEVEL Low Beginning Reader

RATIONALE Readers whose profiles indicate great difficulty getting meaning from print need concrete experiences stated in familiar language to enable them to bridge the gap between language and experience.

The goal of this lesson is to engage all of the students' senses to promote language learning. Oral and actual experience with a topic are vital to the learner and create a strong and necessary base from which reading comprehension can take place.

MATERIALS Bread, knives, sliced ham, cheese, mustard, tin foil, napkins, paper cups, paper bag,iced tea mix and water. Handout, with directions.

TIME 90 minutes

ACTIVITY A "total physical response" type of activity dealing with making sandwiches and iced tea. Students first watch a demonstration, then act out the activity, and finally, verbalize their actions. The written directions reinforce the materials first taught orally and through experience.

Developing a meaning context: The use of familiar shared situations and language create a basis for this activity.

Introduction: Explain to the students that today they are going to make ham and cheese sandwiches and iced tea. You will give them the directions and everyone will follow the directions.

Group Interaction: The students watch as you demonstrate how to make a sandwich (read the directions). Repeat your actions having the students repeat the directions after you. Have the class tell you the directions as you make a sandwich. Have a volunteer go through the actions and directions. Have the class report what the volunteer is doing ("He takes a piece of bread..."). Hand out copies of the directions for sandwich making. Repeat these steps for the iced tea directions and the clean up directions.

Individual Interaction: Have each student prepare his/her own sandwich, verbalizing each action ("I take a piece of bread").
Repeat these steps for making iced tea and cleaning up.

Expansion:

1. This exercise can then be used as a Language Experience exercise with the resulting narrative as a reading activity. This will prepare students for the next strategy lesson.

2. The narrative can then be selectively "clozed" in order to deal with other meaning gathering components and reading strategies (see Average Low).

3. The narrative can be selectively "mazed" in order to deal with minimal units (see next sample lesson).

4. The narrative can be used as a strip story. Divide the class into three groups, each group reconstructing one paragraph.

5. Use the topic of food as the basis for a game using a grocery store ad from a local newspaper. Ex: What vegetable costs 39¢ this week? Or, cut out pictures of food and have the students match these with a written description of the food.

VARIATIONS A different "total physical response" type of exercise can be constructed for almost any class situation, or for any whimsical situation that your class may enjoy.

Introduction: Today we are going to make ham and cheese sandwiches. We are going to make iced tea, too. We are going to read the directions. We are going to read how to make sandwiches and iced tea. First, we are going to make the ham and cheese sandwiches. (read the directions)

Sandwich Directions: Makes one sandwich

1. TAKE a piece of bread.
2. PUT some mustard on the bread. SPREAD the mustard with a knife.
3. PUT a slice of ham on the bread.
4. CUT a piece of cheese.
5. PUT the cheese on the ham.
6. TAKE another piece of bread.
7. PUT the piece of bread on top of the ham and cheese.
8. CUT the sandwich in half.
9. PUT the sandwich on the napkin.

Iced Tea Directions: Makes one cup of iced tea

1. TAKE a paper cup.
2. OPEN the jar of instant iced tea mix.
3. PUT one rounded spoonful of iced tea mix in the cup.
4. FILL the cup with water.
5. STIR very well.
6. ADD a piece of lemon.

DRINK the iced tea and EAT the sandwich.

Clean Up Directions

1. WRAP up the ham.
2. WRAP up the cheese.
3. PUT the cover on the mustard.
4. PUT the cover on the jar of iced tea mix.
5. CLEAN off the knife with a napkin.
6. PUT the ham, cheese, mustard, knife, iced tea mix, clean paper cups and napkins into a bag.
7. THROW AWAY the dirty cups and napkins.
8. BRUSH the crumbs off the table into the wastebasket.

READING STRATEGIES Predicting & Confirming

MEANING GATHERING COMPONENT Minimal Unit Responses

LEVEL Low Beginning Reader

RATIONALE

Readers who make a substantial portion of errors in the Minimal Units category focus on small segments of print and, or, prefabricated chunks of meaning.

The goal of this lesson is to help draw the students' attention away from small segments of surrounding print and to redirect their attention to the meaning of the text as a whole, using a text which is familiar to the students. The text is familiar because the students help to create the story by participating in the activity described in the text and by discussing the experience.

MATERIALS

Handout of "Our Party"; overhead transparency of "Our Party"

TIME

45 minutes

ACTIVITY

The students read a story about their experience making ham sandwiches and iced tea. In this story they will choose words which make sense at each choice point.

The focus of the exercise is to help the students become aware of the total text instead of focusing on small segments of print and/or, prefabricated chunks of meaning.

Developing a meaning context:

The context of this lesson is built upon the previous activity. Review the process of sandwich and iced tea making, reminding the students of their participation in the activity.

Introduction:

Tell the students that they will be reading a story about the party they had when they made sandwiches and iced tea. Tell the students that as they read the story about the party they will have to choose a word. Have students choose a word that makes both sense in the blank and is meaningful in terms of the story as a whole. This helps students look beyond the immediate print to choose the appropriate response.

Our Party

Yesterday we made ham and cheese sandwiches. We mad[e] a) iced / b) drink tea too. We read a) book / b) the directions. Then we made our a) sandwiches / b) party and iced tea. First a) we / b) second took a piece of bread. Second, we put mustard on a) pieces / b) the bread. We spread the mustard with a) a / b) fork knife. Then we put a slice a) of / b) piece ham on the bread. We cut a piece of cheese a) and / b) ham we put it on the ham. a) Cheese / b) We took another piece of bread. We put it on top of the ham and cheese.

We wanted something to drink. So, we made iced tea. We put one a) two / b) rounded spoonful of iced tea mix a) in / b) cubes a paper cup. a) Plate / b) We added water. We stirred it a) good / b) very well. Some people put a) slice / b) a piece of lemon in their a) iced / b) drink tea. We didn't have a) any / b) tea ice cubes. So, our iced tea wasn't a) hot / b) very cold.

We ate our sandwiches a) ham / b) and drank our iced tea. Then we cleaned a) up / b) party our mess. We wrapped the cheese and ham in a) out / b) tin foil. We put the cover on the mustard. a) We / b) Spread put the cover on the jar of iced tea mix, a) drink. / b) too. We put the food a) eat / b) in a paper bag. We put the extra napkins a) and / b) paper cups in the bag, a) big. / b) too. We threw away the dirty a) clean / b) cups and napkins. Then we brushed the crumbs off a) on / b) the table.

We had a a) good / b) what time. We had a nice party.

Group Interaction: Put the first paragraph on the overhead transparency. Go through the first few sentences with the students, making sure that they understand the task. Discuss their choices.

Individual Interaction: Have the students complete the story individually. When they have all finished, go through the story from the beginning, discussing their choices.

Expansion: Have the students copy the corrected story with the minimal units deleted. The edited story can be added to a class book. The class book can be a collection of both individual and group experiences which occur during the semester. As the semester progresses, students will be helped to generate stories using their language, rather than the teacher's.

VARIATIONS

1. Use other familiar texts and have the students edit minimal units, choices from the text.

2. Give students a familiar text, one they have experienced as a group, in "strip" form--each sentence of the paragraph in an envelope, each individual envelope in a larger envelope (one paragraph). Have small groups of students reconstruct each sentence and paragraph, editing out the minimal units.

3. The class then reconstructs the story by combining the paragraphs created by the small groups.

4. Put the reconstructed story on a ditto to hand out as a reading exercise and/or to be added to the class book.

READING STRATEGIES Predicting

MEANING GATHERING COMPONENT Language Immersion

LEVEL Average Beginning Reader

RATIONALE Readers whose profiles indicate great difficulty getting meaning from print need concrete experiences stated in familiar language to enable them to bridge the gap between language and experience.

The goal of this lesson is to improve the students' ability to predict appropriate meaning using a text that is both familiar in content ("working") and redundant (repetition of context).

MATERIALS Handouts and transparency of "Seven To Four"

TIME Approximately 30 minutes; Expansion: 20 minutes

ACTIVITY "Jazz chant" type exercise to improve the students' ability to predict appropriate language.

Developing a meaning context: Elicit students' thoughts about working. Discuss the number of hours people work, why they work and when they work. Ask about students' work experiences.

Introduction: Inform the students that they are going to learn a poem about working. Then they are going to talk about working. Later they will be writing and reading about working. Tell them the title of the poem. Make sure they understand "Seven to Four" means 7:00 am - 4:00 pm. Read "Seven to Four". Hand out a copy to the students or use a transparency.

Group Interaction: Have the students repeat after you. Divide the class into two groups--the worker and the chorus. Switch groups. You and a student perform. Have pairs of students read the poem. Ask the students about the poem, e.g.: How do I work?

"Seven To Four"

I work hard all day
Working from 7:00 to 4:00
Everyday from 7:00 to 4:00

Chorus: I've been working 7:00 to 4:00
Working from 7:00 to 4:00
Everyday from 7:00 to 4:00

I work from morning to night
Working from 7:00 to 4:00
Everyday from 7:00 to 4:00

I work hard all day
Working from 7:00 to 4:00
Everyday from 7:00 to 4:00

I work hard for my pay
Working from 7:00 to 4:00
Everyday from 7:00 to 4:00

My, but you work hard!

Individual Interaction: Have the students work individually or in small groups. Have them re-read the poem and add new verses. Have them write a poem about "studying", using this chant as a model.

Expansion: Collect students' work and collate. The students will then have other individual's poems to read and discuss. Discuss their poems in class. This will prepare them for the next exercise in the strategy lesson packet.

VARIATIONS

1. Selectively "cloze" words in the poem, making sure that adequate context surrounds each missing word.

2. Selectively "cloze" words in a story about working. (see the next strategy lesson)

3. Change a word that would significantly alter the meaning of the poem and have the students correct it. (e.g., "I've been working 7:00 to 4:00" to "sleeping from 7:00 to 4:00".

READING STRATEGY Correcting

MEANING GATHERING COMPONENT Partially Acceptable Responses

LEVEL Average Beginning Reader

RATIONALE

Readers who make a substantial portion of errors in the partially acceptable category are focusing on more than minimal units of meaning but are having difficulty in dealing with meaning at the sentence or discourse level. Nor are these readers able to effectively correct inappropriate predictions once these mispredictions have been made.

The goal of this lesson is to help students discover and correct their mispredictions. A student who focuses on only part of the sentence or text in responding to a blank needs practice in correcting mispredictions (incorrect responses) through the use of total language context: if the meaning of the text as a whole does not confirm a response, the student must use this information carried in the text to correct the response.

MATERIALS

Duplicated passages and/or transparency for group interaction of "My First Job" and "Learning On The Job".

TIME

Approximately 45 minutes

ACTIVITY

The cloze passage has been selectively deleted, requiring students to read beyond the blank to correctly insert a word. This technique used is to help students confirm a prediction (their response) and correct when necessary (because the context does not confirm their prediction).

Developing a meaning context:

The context of this lesson is partially based on the previous lesson. Extend the context to include a discussion of the importance of a first job in a new country: what a job would do for the family or individual, how it compares with the work a student did in his/her own country, how a person might feel about starting a new job in a new country and what might happen on the first day of work.

Introduction:

Explain to the students that they will be reading a story about working. Some of the words in the story are missing. They must read past the missing word to be able to write a good word in the blank.

Group Interaction: Hand out copies of "My First Job". Use an overhead transparency. Point out the information contained in the title. Work through the passage, eliciting student responses. Fill in each blank with the exact response. Discuss the content of the story.

Individual Interaction: Give each student a copy of "Learning On The Job". Ask them what the story will be about, based on the title. Ask what a person might learn at work. Have the students fill in the blanks. Remind students that often it is easier to put a good word in the blank if they read a little farther ahead in the story and then go back and fill in the blank. When everyone is finished, discuss the words the students have written; discuss which words make sense in the whole story and which do not.

VARIATIONS Any text used in class can be selectively "clozed" to test a student's ability to predict, confirm, or correct, if necessary.

My First Job

_____ is my first day at _____. Today I start my first job in this _____. In my country I was a _____. I can't be a fisherman here. So, _____ I start my new job. Today I am a _____. I don't like to cook. But, I _____ a job. I need a job so I can help my _____. My family needs me to _____. I help pay the _____. I help pay for _____. We need a place to live. And we need to eat. So today I start my new _____. Today I am a cook.

KEY:

My First Job

Today is my first day at work. Today I start my first job in this country. In my country I was a fisherman. I can't be a fisherman here. So, today I I start my new job. Today I am a cook. I don't like to cook. But, I need a job. I need a job so I can help my family. My family needs me to help. I help pay the rent. I help pay for food. We need a place to live. And we need to eat. So today I start my new job. Today I am a cook.

LEARNING ON THE JOB

I _____ hard every day. I work in a big _____. I help the _____ and waiters. I help them in the hotel's kitchen and dining room. I help them every day.

_____ I help the cooks. I _____ the vegetables and I wash the _____. I cut the carrots, _____, and beans. The onions always make me _____. I wash the apples, pears, and grapes. The fruit never makes me cry. I like washing the fruit best.

Sometimes I help the _____. I help the waiters in the _____ room. I clean the _____ in the dining room. I take the _____ dishes off the tables. Then I take the dirty dishes to the _____. There is a big _____ in the kitchen for washing the _____. I put the dirty dishes in this machine.

I am _____ all day. I am busy _____ the cooks. I am busy helping the waiters. I am very busy but I _____ my job. I like my job because I _____ something new every day. I learn about my job and I learn English. I like learning about _____ the best. Someday I hope to be a cook. So now I learn, so _____ I can have a better job. So later I can be a cook.

KEY:

LEARNING ON THE JOB

I work hard every day. I work in a big hotel. I help the cooks and waiters. I help them in the hotel's kitchen and dining room. I help them every day.

Sometimes I help the cooks. I cut the vegetables and I wash the fruit I cut the carrots, onions, and beans. The onions always make me cry. I wash the apples, pears, and grapes. The fruit never makes me cry. I like washing the fruit best.

Sometimes I help the waiters. I help the waiters in the dining room. I clean the tables in the dining room. I take the dirty dishes off the tables. Then I take the dirty dishes to the kitchen. There is a big machine in the kitchen for washing the dishes. I put the dirty dishes in this machine.

I am busy all day. I am busy helping the cooks. I am busy helping the waiters. I am very busy but I like my job. I like my job because I learn something new every day. I learn about my job and I learn English. I like learning about cooking the best. Someday I hope to be a cook. So now I learn, so later I can have a better job. So later I can be a cook.

READING STRATEGIES Predicting, Confirming and Correcting

MEANING GATHERING COMPONENT Semantically Appropriate Responses

LEVEL Low Intermediate Reader

RATIONALE

Readers who make a substantial portion of errors in the semantically appropriate category are fairly skilled at extracting meaning from discourse. However, these readers still have difficulty expressing meaning using standard English forms.

The goal of this lesson is to give the students an opportunity to derive meaning from a text and to become familiar with the language forms which express that meaning. These activities should aid the students in developing fuller language proficiency.

MATERIALS

Handout, The Robbery

TIME

90 minutes; Expansion 30 minutes

ACTIVITY

The students must reorder the sentences to establish an appropriate sequence of events. Later they will be asked to construct an appropriate conclusion based on the facts presented. The reordering activity focuses on establishing a total story context. The written solutions provide the teacher with diagnostic information about language forms over which the students need more control.

Developing a meaning context:

Tell the students the story they will read is about a robbery. Discuss what one might expect to happen when robbed; what one might do, and what the consequences of the robbery might be.

Introduction:

Tell the students that they have 13 sentences or groups of sentences with which to work. These sentences make a story without a solution. But the sentences are in the wrong order.* Students are to put the sentences in the correct order.

Group Interaction:

Have the students work in small groups reconstructing the events. When each group has finished, have the students discuss and confirm or disconfirm their predictions. Have someone record this on the board. Do not discuss the answers to questions one through five until the students have determined a logical sequence to the events.

Individual Interaction: Using their groups' answers to questions one through five, have each student write a conclusion to the mystery. Collect each student's work and indicate to each student any problems in his/her writing. Collate the students' solutions into a handout.

Expansion: Hand out the different solutions to the mystery. Discuss each as to its merit based on the clues provided and the additional facts the students chose to include. Have the students self-correct their writing; grammatical problems can then be used as a springboard for further class discussion and practice.

VARIATIONS

1. The students' solutions could be cut into a "strip paragraph." Exchange work and have the student reconstruct someone else's conclusion.

2. Do the same type of "strip story" exercise with the fable The Lady or The Tiger. (see attached exercise)

3. Use an event that the class has experienced. Write a "strip story" based on the event. Have the students reconstruct the story and write a conclusion.

* KEY: 4, 1, 8, 12, 9, 13, 3, 7, 10, 2, 5, 11, 6.

THE ROBBERY

Directions: The information below is not in the correct order. Read it very carefully. Then put the sentences, or groups of sentences, in correct sequence in order to make a story.

1. At 8:30 p.m. someone called the police.
2. So the police went to the back room. They saw a window open near the back door.
3. Mr. Gold said, "I don't know. But I know that all the gold and jewelry in the back room is missing. I was upstairs all night. I was repairing some jewelry and watches. Maybe Jack knows what happened."
4. It started to rain at 7:30 p.m. last Tuesday night.
5. And the back door was unlocked.
6. Unfortunately, all of Mr. Gold's gold and jewelry were gone from the back room.
7. Jack said, "And I was helping some customers over there by the front windows. They were looking at diamond rings. So I didn't hear anything."
8. The caller said, "There has been a robbery tonight at the Glittering Gold Jewelry store-- the jewelry store at the Westhills Shopping Center."
9. When the police arrived, the owner, Mr. Matt Gold, his wife Irene, and a part-time clerk named Jack were in the store.
10. Mrs. Gold said, "And I was at home. I was making dinner at 5:30. I came to the store because someone called me. The person said to me, 'Something terrible has happened. Go to the store.' So I came!"
11. But there were no footprints near the window or the door.
12. Ten minutes later, the police arrived at the store.
13. The police asked Mr. Gold, "What happened?"

After your group puts these sentences in the correct order, answer these questions.

1. Who is telling the truth? Why do you think this?
2. Who is lying? Why do you think this?
3. Why was the back window open and the back door unlocked?
4. Who robbed the Glittering Gold Jewelry store? What were the reasons?

Now, use your group's answers to write a solution to the mysterious robbery. Remember, many solutions are possible. However, support your conclusion by adding your own details and clues to make your solution complete.

THE LADY OR THE TIGER

A long time ago, there was a king. He had a lot of power. When he wanted something, he got it. When there was no trouble in his kingdom, he was friendly and kind. But when there was a problem, he was very mean.

This king had a special way of deciding right and wrong. When the king thought a person had done something wrong, the person was put in a public arena. There were two doors in the arena. They were exactly the same. The person in the arena had to walk to these doors and open one of them. Behind one of the doors was a mean and hungry tiger. The tiger immediately jumped on the person and killed him as punishment for being guilty. Everyone watching cried and was very sad for the person.

But, if the person opened the other door, a beautiful lady came out. Then, the man and the lady immediately married as a reward for his innocence. Bells rang and the crowd was happy.

The king of this country had a daughter. The king loved her very much. His daughter loved a poor, but handsome and brave, man. They were happy for many months until the king heard about them. The king was very angry. He did not want his daughter to marry a poor man. He put the man into prison. The king found the meanest tiger and the most beautiful woman in his kingdom. He put these two behind the two doors in the arena.

Everything was ready. When the man walked into the arena, he looked at the princess. The princess knew the secret of the doors. She knew which door the tiger was behind. She knew which door the beautiful lady was behind. The princess was jealous of the beautiful lady and hated her very much.

The poor man looked at the princess. He knew that she knew the secret of the doors. He wanted to know the secret, too.

She raised her hand and quickly moved it slightly to the right. No one saw her do this except the poor man. He turned and walked to the doors. Everyone was watching him. No one said a word. Everyone held his breath. He went to the door on the right and opened it.

Directions:

A. The problem of the story is this: Who came out of the door? The tiger or the lady? The poor princess. She loved the man and she didn't want the tiger to kill him. But she didn't want him to marry the beautiful lady. She was jealous and hated the beautiful lady. What was she going to do? Should she let her lover marry the beautiful lady or be killed by the tiger's awful teeth? For many days she thought about her answer. At the arena, she pointed to the right.

   The question is not easy to answer--Who came out? The lady or the tiger?

B. Write an ending to the story. Describe what happens. Be sure to give details. Tell who came out of the door and what happened. Tell why the princess chose the door on the right. Be sure to tell the story in the past tense.

READING STRATEGIES Confirming

MEANING GATHERING COMPONENT Semantically Inappropriate Responses

LEVEL Low Intermediate Reader

RATIONALE

A significant characteristic of readers who make a substantial portion of their errors in the semantically inappropriate category is a tendency to respond with sentences which are not meaningful within the context of the discourse. These readers often fail to make use of discourse cues to recover from their initial mispredictions.

The goal of this lesson is to use the context of a familiar situation to help readers recognize inappropriate information and to develop more effective strategies for integrating meaning at the discourse level.

MATERIALS

Handout of La Posada and overhead transparency of La Posada, handout of Fast Food Report.

TIME

Approximately 45 minutes

ACTIVITY

Students read a passage and edit the inappropriate material. A student's ability to correctly edit an inappropriate sentence demonstrates an understanding of total context.

Developing a meaning context:

The context of this lesson is based upon previous classroom experience with concepts relating to dining out. In addition, the components of a "restaurant review" should be discussed such as what kinds of information are found in a restaurant review and why this information is important.

Introduction:

In each paragraph there is one inappropriate sentence The students cross out the sentence that doesn't belong.

Group Interaction:

Have the students read the following restaurant review and edit out the inappropriate sentences. Students should read through the review, editing and discussing the deletions. The students should be able to justify their deletions based on the text.

La Posada

Credit cards: Visa, MC	2540 California St., Mountain View
Personal Checks: No	11:30 am - 10 pm Mon. - Thurs.
Reservations: Yes	11:30 am - 11 pm Fri. - Sat
Cocktails, Wine & Beer	12 noon - 10 pm Sun.

La Posada is a good place to have a pleasant, relaxing dinner or just to have drinks. *The Odyssey Bar on Castro Street is a nice place for cocktails. At the La Posada the mariachi players and waitresses in colorful dresses give you the feeling that you are in Mexico.

The food is excellent. But you must be hungry because the portions are very big. The restaurant's specialities are Flautas and La Posada Tostadas. *The waitresses are young and pretty. The Margaritas and Sangria are also very good. Most orders include rice, beans and salad. There are bowls of hot sauce and freshly made tortilla chips on every table.

The restaurant is very popular. You may have to wait for a table on a busy night if you don't have a reservation. *The restaurant is not air conditioned. The prices are high but the food is delicious and is worth the wait and cost.

Menu Selections:

Enchilada	$ 4.95	Chile Rellenos	$ 4.45
Beef Tacos	4.25	Flautas	4.45
Chicken Tacos	4.45	Steak Ranchero	6.95
Tostadas	3.45	*Telephone	941-2455

Individual Interaction: Discuss what "fast food" is, ask the students to name some different types of "fast food". Also, explain nutritionist, nutritional value and nutrients. Remind the students that entree is the same as main dish. Have the students read Fast Food Report silently, editing the inappropriate sentences.

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* Starred sentences are the "inappropriate material" to be edited out; "inappropriateness" is a subjective evaluation which may lead to worthwhile classroom discussion.

Fast Food Report

Americans eat a lot of "fast food." Every night, dinner for many people is a Big Mac, a piece of "finger-lickin' good" Kentucky Fried Chicken, or a fish fillet from Burger King. Many nutritionists believe that these foods are nothing but empty calories. They believe that there is no nutritional value to a quarter-pounder with cheese. *Burger King is a very popular fast food restaurant.

Recently, Consumer Report, published an article stating that "fast food" is more than just junk food. Just about everyone eats what is called junk food sometime during the day. And this is not necessarily bad. Consumer Report continues, "...fast foods are not junk foods. Any of the fast food entrees plus french fries and a milk shake would provide about one-third of all the nutrients you should have in one day." *You must eat three meals a day.

So perhaps stopping at MacDonalds or Kentucky Fried Chicken on the way home from work or school isn't so bad after all. The food is nutritious, but perhaps not gourmet. *Fast food restaurants are close to all schools and businesses. But, at least, a Big Mac is a Big Mac wherever and whenever you order it.

Expansion: Discuss the students' sentence deletions, examining how the inappropriate sentences deviate from the total meaning of the paragraph.

VARIATIONS

1. Write a paragraph or story, offering two choices for certain key words. One choice should be semantically appropriate to the context; one should be inappropriate.

2. Write a paragraph or story. Offer three alternatives to conclude each paragraph. Two alternatives should be inappropriate with the context of the story, one should be appropriate.

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* Starred sentences are "inappropriate".

READING STRATEGIES Correcting

MEANING GATHERING COMPONENT Semantically Appropriate Responses

LEVEL Average Intermediate Reader

RATIONALE Readers who make a substantial portion of their errors in the semantically appropriate category are fairly skilled at extracting meaning from connected discourse. However, these readers still have difficulty expressing meaning using standard English forms.

The goal of this lesson is to help readers utilize language cues expressing a familiar situation to produce language which is both grammatically and meaningfully appropriate.

MATERIALS Handouts of Where Erse (were) You When The Bliches (lights) Lart (went) Cluke (out) and a copy of a paragraph appropriate for your class; an overhead transparency of the paragraphs.

TIME Approximately 60 minutes

ACTIVITY This translation exercise has students "translate" gibberish words into semantically and syntactically appropriate words, using contextual and syntactic clues. The paragraph used for individual interaction should be one that has been used previously in class (familiar), but long enough ago to allow for some forgetting (not memorized).

Developing a meaning context: Explain to the students that the story is about an event at work that sent everyone home early. Ask what kinds of events would send all of the workers home early.

Introduction: The students should be told that they are going to "translate" the non-English words in the paragraph into English. Remind the students to use syntactic and context clues to help them translate the words. The students should be aware that the number of letters in the nonsense word are not necessarily the same as in the correct response.

Group Interaction: Hand out copies of Where Erse You When The Bliches Lart Cluke. (translate the title after doing the whole paragraph). Give the students a few minutes to read the story. Using the overhead transparency, go through the paragraph, eliciting student responses. Explain each wrong answer in terms of context and the grammar.

WHERE ERSE YOU WHEN THE BLICHES LART CLUKE

On(1) Flasday afternoon the(2) google went off at work. Mrs. Chung, the supervisor, heard a loud(3) quimb. Then it(4) ert quiet. The(5) bliches flashed(6) cluke and on. Then everything(7) lart pitch black. (8) Klah felt surprised(9) flus not scared. (10) Kler group sat in the(11) sirse for about ten(12) handons until someone came to lead them out with a(13) flashblich. They(14) erse told that they could go home early. That made(15) nambertoby very happy!

Translation Key:

WHERE WERE YOU WHEN THE LIGHTS WENT OUT

On(1) Monday (or any workday of the week) afternoon the(2) lights went off at work. Mrs. Chung, the supervisor, heard a loud(3) noise. Then it (4) was quiet. The(5) lights flashed(6) off and on. Then everything(7) went pitch black. (8) She felt surprised(9) but not scared. (10) Her group sat in the(11) dark for about ten(12) minutes until someone came to lead them out with a (13) flashlight. They (14) were told that they could go home early. That made(15) everybody very happy!

Individual Interaction: Hand out copies of your paragraph for the students to translate. This can be done as classwork or homework. Compare their "translations" with the original.

Expansion: Have the students write their own paragraphs for translation and exchange them. Compare the translation to the original and correct.

VARIATIONS Various familiar types of text can be used in this manner, e.g., passages from the textbook, schedules, reviews, or advertisements. A contest can be created by challenging groups of students to translate as quickly and accurately as possible. The closest to the original, or the most meaningful, wins.

READING STRATEGIES Predicting & Correcting

MEANING GATHERING COMPONENT Semantically Inappropriate - Chunking

LEVEL Average Intermediate Reader

RATIONALE

Readers who make a substantial portion of their errors in the semantically inappropriate category tend to under-use linguistic and visual cues marking phrase, sentence and paragraph boundaries. These readers often do not recover effectively from their inappropriate predictions once made.

The goal of this lesson is to help students analyze the coherent threads of meaning relationships in order to familiarize the students with the ways in which the relationships are expressed through writing conventions.

MATERIALS

Handout - The Miracle (with punctuation included.)
- Overhead transparency of the The Miracle without punctuation and capitalization.

TIME

Approximately 30 minutes

ACTIVITY

The student must read through the story, adding punctuation, capitalization and determining paragraph boundaries. This activity will help the students develop a better understanding of thought groups, phrases, sentences and paragraph constraints.

Developing a meaning context:

Tell the students that they are going to read a story about an unpopular woman who suddenly becomes very popular. Ask the students what makes someone popular or unpopular. Have the students predict how the story title might relate to the idea of being popular.

Introduction:

The story has no punctuation. The students must read the story, adding punctuation. The class will do the first paragraph together. Then they must finish the last two paragraphs.

Group Interaction:

Give the students enough time to read the first paragraph written on the overhead transparency. Then ask them to copy the paragraph, adding punctuation. Discuss their alterations to the first paragraph.

Individual Interaction: Put the last two paragraphs on the overhead. Remind the students that the sentences will produce two paragraphs. Have them write the next two paragraphs, adding the punctuation.

Expansion: Discuss the necessary alterations to the last two paragraphs. Also discuss the story. What caused her sudden success?

Ask the students to write a paragraph describing what happens to Linda when she stops using the special toothpaste. Share their responses with the rest of the class.

VARIATIONS

1. Do the same exercise in the form of a strip story without punctuation.

2. Divide each paragraph into sentences in envelopes, each word in the sentence on a separate slip of paper, one sentence per envelope. Students work in small groups, each group with one of the paragraphs. Then have the students reconstruct the ordering of the paragraphs.

3. Use scrambled sentences, eliminating the punctuation for the strip story.

THE MIRACLE

according to advertisements, some products produce miracles for example look what happened to Linda Loma for years Linda was the most unpopular woman in her office no one asked her out on a date no one gave her a birthday card except her crazy uncle sherman even her boss seemed to avoid her he spoke to her as little as possible: type this file this or call mr. smith for me on weekends she always sat at home waiting for the telephone to ring (transparency #1)

last week however everything changed about the time that old uncle sherman died Linda bought a tube of miracle white toothpaste it was rather expensive but with the 500,000 her uncle left her she could afford it after that her life completely changed she was like a new woman the salesmen in her office always asked her out on dates she never sat at home on the weekend waiting for the telephone to ring in fact she was surrounded by men every day of the week the advertisement for Lindas toothpaste said don't sit at home every night waiting for a date use miracle white the toothpaste that guarantees kisses Linda tried it and it worked it certainly changed her life (transparency #2; two paragraphs for individual interaction)

KEY:

THE MIRACLE

According to advertisements, some products produce miracles. For example, look what happened to Linda Loma. For years Linda was the most unpopular woman in her office. No one asked her out on a date, no one gave her a birthday card except her crazy Uncle Sherman. Even her boss seemed to avoid her. He spoke to her as little as possible; type this, file this, or call Mr. Smith for me. On weekends she always sat at home waiting for the telephone to ring.

Last week however, everything changed. About the time that old Uncle Sherman died, Linda bought a tube of Miracle White toothpaste. It was rather expensive, but with the $500,000 her uncle left her she could affort it. After that her life completely changed.

She was like a new woman. The salesmen in her office always asked her out on dates. She never sat at home on the weekend waiting for the telephone to ring; in fact, she was surrounded by men every day of the week. The advertisement for Linda's toothpaste said, "Don't sit at home every night waiting for a date, use Miracle White the toothpaste that guarantees kisses." Linda tried it and it worked. It certainly changed her life.

PREPARING TO ADMINISTER THE AESL DIAGNOSTIC TEST

Preparing The Students For Testing

English as a Second Language Students in Adult Education Programs are generally enthusiastic and cooperative test takers. They are eager to participate in activities they feel will truly aid them in learning English. Therefore, to activate this enthusiasm, the examiner must make a special effort to stress the purpose of taking the test. In explaining and administering the test, the examiner should use language appropriate to the comprehension level of the non-native speaker of English. Although the students must approach the task seriously, the testing should take place in a relaxed, yet orderly, setting.

Prior to having the students perform the task, the purpose of the test must be discussed. This discussion with the students should create interest in the test without producing feelings of anxiety. To minimize possible frustration, the examiner should explain to the students that the test may be difficult; therefore, they may not be able to complete each blank successfully. The examiner should also stress that the students' answers on the test--both correct and incorrect--will identify their individual reading strengths and weaknesses. The students should be told that their responses on these tests will help their instructors devise lessons and activities to aid them in developing better reading strategies. Ultimately, in learning to read more proficiently in English, the students will be better prepared to meet educational and/or career goals. The students should also be told that the tests are in the form of stories which relate to events in everyday life.

Preparing The Examiner To Administer The Test

Prior to actually administering the AESL Diagnostic Reading Test, the examiner should spend some time familiarizing himself or herself with the directions for administration, the content of the test and the scoring procedure. In particular, the examiner should be very familiar with the sample paragraph, "Mary's Party," and with the correct response to each item in the paragraph. The examiner should practice giving the directions and going through the sample paragraph orally. This will allow the examiner to foresee any trouble spots in administering the test and to anticipate where a student may have questions. Careful adherence to the administration and the scoring procedure of the test is essential to ensure valid interpretation of the results.

Order & Timing Of The Tests

The Locator Test must be administered and scored first in order to determine whether the student should take the beginning or the intermediate test. Administering the Locator Test requires a 45 minute testing period. Allow another 15 minutes to explain the testing procedure. This is a total time

allotment of 60 minutes. No more than two weeks should elapse between administering the Locator Test and the AESL Diagnostic Reading Test.

After determining the appropriate test level for each student, the AESL Diagnostic Reading Test is administered. Both the beginning and intermediate tests consist of two stories--Part A and Part B.

One hour is allowed for each of the two parts of the test. Part A is always administered first. Part A and the machine scorable answer sheet A are collected and Part B is then administered. Allow 15 minutes to explain Part A of the test. Approximately ten minutes will be needed to collect Part A and the answer sheets for Part A before administering Part B. Allow an additional 10 minutes to review the directions for Part B. Approximately 10 minutes will be needed to collect Part B, the answer sheets for Part B, and any #2 pencils that may have been distributed. This is a total time of two hours and 45 minutes.

A minimum one hour time period allotted for each part of the test is very important. One hour per test is sufficient for most students. However, for maximum diagnostic information, it is far more important for students to complete the test than to require them to return it at the end of one hour. A maximum of one and a half hours is more than sufficient time for every student to complete one part of the test. If a student needs more time than one and a half hours, the test is probably beyond the student's current reading capabilities. No testing should be scheduled if there will not be sufficient time to complete both parts of the test. Timing of each part of the test should begin only after the students have had the directions read to them, their questions answered, have understood the task and are ready to begin. They should be told to begin and continue working until the examiner tells them to stop.

TIME PERIODS FOR TESTING

Test Period	Name of Test	Procedural Time	Administration Time	Total Time
	Locator	15 min.	45 min.	60 min.
1	Diagnostic Reading Test Part A	15 min. - Distribute & explain 10 min. - Collect materials	60 min.	85 min.
2	Diagnostic Reading Test Part B	10 min. - Distribute & review directions 10 min. - Collect materials	60 min.	80 min.
				165 min.

Proctoring The Test

It is important to carefully proctor the tests. For a class of approximately 30 students, an examiner and at least one proctor are necessary. Prior to the testing period, the proctor(s) should be informed of the testing procedures and their responsibilities during the testing.

While the examiner is explaining the directions to the students, the proctor(s) should be circulating among the students making sure students have completed the forms correctly and have understood the test sample. In particular, the proctor(s) should make sure the students understand how to mark the machine scorable answer sheet.

During the testing period, the proctor(s) should check to see that the students are following directions, and that their responses on the answer sheet correctly correspond to the appropriate test item number. Proctors should not stand directly behind any student, giving the impression of reading over the student's shoulder. Proctors should be alert to students sharing answers. There should be a strict policy concerning the copying of the other student's responses. The first time the student looks to another student's test for answers, he or she should be warned. The second time the student is seen copying he or she should be moved. If the student persists, collect his or her paper immediately. The diagnostic information gathered from this student would be invalid as it reflects not his or her strengths or weaknesses but, rather, another student's reading abilities.

The proctor should allow students who finish early to review their work and should remind them to remain in their seats without talking. If a student does not wish to review the test, he or she should close the test and turn it face down.

At the end of the testing period, the proctor should help the examiner collect all tests and test materials.

Irregularities During Testing

Any test administration may be disrupted by unforeseen problems which will affect the performance of an individual or a group. As the tests are collected the examiner should make a note of any irregularities such as consistent double marking on an answer sheet, removal of a test for plagiarism, or sudden illness of a student. The affected test(s) and answer sheet(s) should be marked "invalid" and not be scored. Teachers may wish to retest students whose tests have been invalidated for any reason.

Planning Ahead For Smooth Testing

The testing period should be as free from confusion and tension as possible so as to optimize the students' performance on the task. The examiner can ensure this by observing a few simple rules:

1. Prior to testing, the examiner and proctors should familiarize themselves with the test materials, directions for administration, the scoring procedure and their responsibilities prior to, during and after testing.

2. Schedule the testing so that there will be sufficient time to complete each test within the allotted time period.

3. Schedule the locator test for a one hour testing period. Then, no more than two weeks later, schedule a three hour testing period to administer both parts of the AESL Diagnostic Reading Test.

4. Have all test materials assembled and ready for quick distribution. Have the sample paragraph, "Mary's Party," on the blackboard or overhead beforehand. When administering the two parts of the AESL Diagnostic Reading Test, have a copy of the answer sheet sample on the blackboard.

5. Eliminate possible distractions. Place a DO NOT DISTURB sign on the door of the testing room to deter interruptions.

6. Follow the instructions in the Locator/Maze Test Administration Script exactly as they appear. Read the instructions verbatim, as indicated by "SAY," to the students. Proceed in the order as outlined by Summary Checklist for Locator/Maze Administration. Use the checklist to be certain no piece of information or direction to the student is omitted.

7. Adhere to the time limits, but do not begin timing the test until the students have a clear understanding of the task and all questions have been answered.

8. During the testing period, limit your responses to students' questions which pertain to the mechanics of the task. Carefully guard against unintentionally indicating the correct answer in the passage. Do be certain to check that each student is correctly marking answers and following the correct procedure for changing answers.

Materials Needed For Testing

Each student will need:

a) A Locator Test, or the two parts of the AESL Diagnostic Reading Test.

b) Directions for the Locator Test (attached to the test), or directions for the Maze Test (attached to the test) and the Maze example sheet (supplied in two forms, attached to the cover sheet or as a separate sheet of paper.)

c) Two 200 blank machine scorable answer sheets per student for the two parts of the AESL Diagnostic Reading Test.

d) A #2 pencil to mark the machine scorable answer sheets.

The examiner will need:

a) A summary checklist for Locator or Maze Administration and a Locator or Maze Administration Script.

b) An extra copy of the Locator Test and/or the two parts of the AESL Diagnostic Reading Test.

c) Extra tests and answer sheets. Note: mark the answer sheets with an "A" or "B" to correspond to the two parts of the AESL Diagnostic Reading Test.

d) A box of #2 pencils with erasers.

e) A time piece with a second hand if the testing area does not have a clock with a sweep hand.

f) A DO NOT DISTURB sign.

g) A blackboard, chalk, an eraser or an overhead projector with a transparency of the example, "Mary's Party", and a marking pen.

PREPARING TO ADMINISTER THE LOCATOR TEST

The Adult ESL Diagnostic Reading Test has a beginning and intermediate form; each form has two passages. Determination of the appropriate level a student should take is based on the student's locator test score.

The Locator Test is given prior to assigning the student to either the beginning or intermediate test packet. The test consists of a short cloze test with every fifth word deleted, the first and last sentence left intact. This is a total of 55 blanks.

The Locator Test is difficult and was designed to span a wide range of difficulty, encompassing the two levels of the AESL Diagnostic Reading Test.

Preparation For Testing

Before you administer the Locator Test, please read pages 39 through 54 in the User's Handbook. Do not discuss in advance the content of the Locator Test. Students do not need any special preparation prior to testing other than a familiarity with the cloze procedure.

In order to minimize frustration and anxiety, prior to distributing the Locator Test, students should be told that the test is difficult and, therefore, they may not be able to complete each blank successfully. Nonetheless, their answers will help their teacher to better meet their reading needs and ultimately help them achieve their educational and/or career goals.

Time Required For Testing

The time limit for the Locator Test is an exact time limit. Students are allotted exactly 45 minutes to complete the Locator Test. This time limit may not allow many of the students to complete the test.

Nevertheless, at the end of the time limit, collect all of the tests. Failure to adhere to this time limit by allowing the students more or less time will probably result in the incorrect AESL Diagnostic Reading Test level selected for the students.

Answer Sheets

The student's responses are written directly on the blanks of the Locator Test. No answer sheet is provided. If a student wishes to change an answer, he or she should cross out the first answer and mark the desired answer above the first in the same blank. Students should be encouraged to attempt to answer every item on the test. If unsure of an answer, a student should make his or her best guess. If the student is unwilling to guess, he/she should mark that blank

with a slash (/) which would indicate that the student has read this section of the test but was unable to respond to the blank.

The population upon which this test was standardized (e.g. adult education students in the San Diego Area, Los Angeles Area and the San Francisco Bay Area) were not given answer sheets for this section of the test. However, it may prove useful for the teacher to provide an answer sheet. To some degree, this may affect the students' responses. The magnitude and the direction of the effect is unknown. Such a procedure should be utilized with judicious consideration of the examiner. To the best of the authors' knowledge, however, such a change in procedure should not make a difference.

Materials Needed For Testing

Each student will need:

a) A Locator Test.

b) Directions for the Locator Test (attached to the test).

c) A pencil.

The examiner will need:

a) A summary checklist for Locator Administration and a Locator Administration Script.

b) An extra copy of the Locator Test.

c) Extra tests.

d) A box of pencils.

e) A time piece with a second hand if the testing area does not have a clock with a sweep hand.

f) A DO NOT DISTURB sign.

g) A blackboard, chalk, an eraser or an overhead projector with a transparency of the example, "Mary's Party", and a marking pen.

NAME _____ DATE _____

SCHOOL _____ CLASS/LEVEL _____

LOCATOR TEST DIRECTIONS

1. Do not open the test until the teacher tells you to.
2. When you do open the test, read the whole story carefully before you write your answers.
3. Write only one word in each blank.
4. Contractions count as one word. Remember, "I'm" is a contraction. It's a contraction for "I am."
5. Try to fill in every blank. If you are not sure of an answer, write in your best guess.
6. Be sure that your answer is good in each sentence and that it is also good in the whole story.
7. You can change your answer. Cross out your first answer and write your new answer above it.
8. If you can't think of any word to write in the blank, put a slash mark (/) in the blank.
9. This is a reading test, not a spelling test. If you can't spell a word, raise your hand. Your teacher will come over to help you with spelling. Your teacher can not give you any other help with the answers.
10. Do not talk during the test.
11. Do not use a dictionary.

EXAMPLE:

Mary's Party

On Saturday night, I'm going to Mary's house for a party. The [1.] *party* starts at nine o'clock. [2.] *I'm* going to see many [3.] *people* my friends there. I [4.] _____ bring my brother with [5.] _____ because Mary's apartment is [6.] _____ small. Well, that's okay. I'm going to have a good time anyway.

THE RESCUE ©

Lloyd Jones was having a party to celebrate his wife Sophie's 50th birthday. He had invited [1.] _____ friends to come for [2.] _____ at their house. The [3.] _____ was a surprise. So [4.] _____ asked Sophie's friend, Jean, [5.] _____ take Sophie to lunch [6.] _____ then to a movie. [7.] _____ would bring Sophie back [8.] _____ the house just in [9.] _____ for the surprise party. [10.] _____ was almost finished preparing [11.] _____ the party when he [12.] _____ that he didn't have [13.] _____ ice cubes for the [14.] _____ drinks. And there wasn't [15.] _____ time for him to [16.] _____ ice cubes. The water [17.] _____ freeze in just 30 [18.] _____. So Lloyd decided to [19.] _____ to the store near his home to [20.] _____ ice. In front of [21.] _____ store [22.] _____ an ice machine.

Lloyd drove to the [23.] _____, parked and walked over [24.] _____ the vending machine. He [25.] _____ 75¢. Ice cubes didn't [26.] _____ out of the machine, [27.] _____ a man's hand did. [28.] _____ was very surprised. He [29.] _____, "Hey, what's going on? [30.] _____ my ice?" A man's [31.] _____ answered, "Help! My name [32.] _____ Jack Baker and I [33.] _____ filling the machine when [34.] _____ door slammed shut. Now [35.] _____ stuck in here." Lloyd [36.] _____ back, "Hold on. I'll [37.] _____ help."

Lloyd ran inside [38.] _____ store and told the [39.] _____

that the vender, Jack 40. _____, was stuck inside the 41. _____ machine. The manager called 42. _____ company that owned the 43. _____ . The company quickly sent 44. _____ man with a key 45. _____ the store. The man 46. _____ the vending machine and 47. _____ Jack out. Jack was 48. _____ but all right. He 49. _____ so glad to be 50. _____ of the machine that 51. _____ gave Lloyd back his 75¢ and two free buckets 52. _____ ice.

Lloyd was glad 53. _____ have helped Jack, but 54. _____ Lloyd was late for 55. _____ wife's surprise birthday party. Oh well, at least he had enough ice for the party!

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SUMMARY CHECKLIST FOR LOCATOR ADMINISTRATION *

___ 1. Tell students they will be taking a 45 minute test.

___ 2. Explain the purpose of the test. Tell students they will need a pen or a pencil.

___ 3. Ask students to clear their desks of all papers, books, dictionaries.

___ 4. As you distribute the tests, tell students not to open their test until told to do so.

___ 5. Have the students fill out identifying information in the spaces provided on the Locator Test cover sheet. Write name, date, level/class and name of school.

___ 6. Explain to students the Locator Test Directions (number one through eleven) found on the cover page.

___ 7. Work through sample paragraph, "Mary's Party", with the students.

___ 8. (Have the paragraph on the blackboard or overhead.) The sample paragraph is included with the Locator Test Directions. Ask students to volunteer answers and use these responses to fill in the blanks.

a) Point out that the first three blanks are completed.

1. The first is correct.
2. The second is correct; a contraction counts as one word.
3. The third is incorrect. Ask students to correct it and say that they have to read to the end of the sentence to know that it is incorrect.

b) Ask students to volunteer answers for the remaining three blanks.
Note: Although there can be more than one correct answer, use the exact response.

___ 9A. Ask if there are any questions.

___ 9B. It is very important that students complete the test. They should not spend too much time on any one blank but, rather, make their best guess and proceed with the test.

___ 10. Tell students that they must do their own work, not consult with their friends. Point out the analogy between turning in a friend's answers and telling a doctor about a friend's symptoms instead of their own symptoms.

___ 11-15. Remind students that the test will be collected at _____ o'clock. Begin the test. During the test, remind the students of the time at the half way point, 10 minutes before completion of the testing period and five minutes before collecting the test. At the end of 45 minutes, tell the students to stop working.

___ 16. Do not allow the student to copy the test, parts of the test, or make word lists. Take away anything that has been copied.

___ 17. Please be sure every test with all of its pages is collected.

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* The numbers of this checklist correspond to the numbers on the "Locator Test Administration Script".

LOCATOR TEST ADMINISTRATION SCRIPT

1. Tell the students they will be taking a 45 minute test. They will need a pencil or a pen.

   SAY: Today (tonight) you are going to take a test. You will have 45 minutes to do this test. You will need a pen or a pencil.

2. Tell the students this test is a story. They will read the story and fill in the blanks. Explain to the students how the test will benefit them.

   SAY: This test is a story. You will read the story. Some of the words in the story are missing. You will write a word for the missing word in the story. Your answers on this test will help (your teacher) teach you how to read English better.

3. Ask the students to clear their desks of all papers, books and dictionaries.

   SAY: Please take all your papers, books and dictionaries off your desk. You should have only a pen or pencil on your desk.

4. As you distribute the tests, tell the students <u>not to open</u> their tests until told to do so.

5. Have the students write their name, date, level/class, and name of school in the spaces provided.

   SAY: Look at the front of your test. Find the part at the top that has a space for your name. Write your first name and then your last name. (Point to the space labeled "Name".)

   SAY: Under your name, write the name of (y)our school. The name of (y)our school is _____. (Write the name of your school on the board.)

   SAY: Now write today's date here. (Point to the line labeled "Date".) Today's date is _____. (Write the date on the board.)

   SAY: Under today's date write the name and level of (y)our class. (Point to the line labeled "Level/Class".) (Y)our class is _____. Write the name. (e.g., Level I, Reading)

   SAY: Are there any questions? Has everyone filled in their name, the name of (y)our school, today's date, level and class? (Check each student's paper.)

6. Explain the Locator Test Directions on the cover sheet of the Locator Test. Read statements one through eleven.

SAY: Look at the directions for the test. (Point to the directions.) I'm going to read the directions. Silently read the directions with me. (Read number one through number eleven.)

7. With the students, go through the Locator Test Directions' sample paragraph, "Mary's Party". Have the paragraph written on the board beforehand or on an overhead projector.

SAY: Look at the example, "Mary's Party", let's fill in the blanks together. (Read to the first blank.)

SAY: The "blank" starts at nine o'clock. What is the correct word? (The students should volunteer words.) That's right.

BLANK 1. "party" - The party starts at nine o'clock.

BLANK 2. "blank" going to see many "blank" my friends there. What word goes in the second blank? (Point to the blank. Let the students volunteer.) That's right, "I'm". Remember, "I'm" is a contraction. It counts as one word. Don't write "I am" write "I'm". Write the contraction. (Write "I'm" in the blank on the board.)

BLANK 3. Read the sentence again. "I'm going to see...".

SAY: Is "people" a good word for blank number 3? (Let the students volunteer responses.) That's right. "people" is not a good word. "people" is not a good word if you read the whole sentence. "people" is okay with the first part of the sentence but not with the whole sentence. So cross out the word. (Cross out the word on the board.) What is a good word? (Let the students volunteer an answer.) That's right. "of" is the best word for this blank. (Write "of" in the blank on the board.)

BLANK 4. Read the sentence with blanks 4, 5, and 6.

SAY: I "blank" bring my brother with "blank" because Mary's apartment is "blank" small. What word goes in blank number 4? "I "blank" bring my brother...". (Let the students volunteer an answer. If the students agree to "can" or "will", write it in the blank and go on to blank number 5. Then after completing see CORRECTING, BLANK number 4, next page. If the students say "can't" write it in the blank.)

SAY: I can't bring my brother with "blank".

BLANK 5. SAY: I can't bring my brother with me because Mary's apartment is "blank" small. What word goes in blank number 5? (Point to the blank. Let the students volunteer an answer.) That's right "me", "with me". (Write the word "me" in the blank.)

BLANK 6. What word goes in blank number 6? (Let the students volunteer.) If there is more than one correct answer,

SAY: "very" and "too" are both good answers. Let's use "too". (Write "too" in the blank on the board. Read the rest of the last two sentences.) Well, that's okay. I'm going to have a good time anyway.

CORRECTING

BLANK 4. If the students chose "can" for blank number 4, now go back and correct this blank.

SAY: Is blank number 4 correct? Is this correct: I can (point to "can") bring my brother with me because Mary's apartment is too small. (Let the students volunteer answers.) That's right. Because Mary's apartment is too small I can't bring my brother. (Cross out "can" and change it to "can't" on the board.)

8. Ask if they understand the task.

Say: Do you all understand what you are going to do? Your test is like this one. You read the story and write one word in each blank. Any questions? (Answer the students questions about the task.)

9. It is very important that the students complete the test. They should not spend too much time on any one blank but, rather, make their best guess and proceed with the test. Make sure the students know the meaning of "guess". If any finish early, tell them to remain quietly in their seats.

SAY: It is very important that you finish the test. The test is a little difficult and you may not be able to answer every blank correctly. But try very hard to finish the test. Don't work on one blank too long. Remember, if you can't think of any answer for a blank just draw a line like this (draw on the board a slash "/") and go to the next blank. If you finish the test early, you may look over your test but do not talk. Remain in your seat quietly. I (your teacher) will collect all of the tests at one time.

10. Remind the students to do their own work, not consult with their friends.

SAY: Remember, do your own work. Don't ask your neighbor or friend to help you. Think of your own best answer. Just like your doctor can't help you feel better if you tell him your friend's symptoms instead of your own, I (your teacher) need to know what your problems are in order to help you read better.

11. Remind the students that the test will be collected at _____ o'clock. (in 45 minutes)

SAY: The test will be collected at _____ o'clock.

12. Begin the test.

    SAY: Open your test now and begin working.

13. Remind the students of the time at the half way point.

    SAY: You have about 20 minutes to finish the test. You should be half way through the test now.

    Remind the students of the time 10 minutes before the completion of the testing period.

    SAY: You have 10 minutes until the end of the test. You should be almost finished with the test.

    Remind the students of the time five minutes before the end of the testing period.

    SAY: You have five more minutes. I will collect your tests in five minutes.

14. Stop the testing period at the end of the 45 minute time period.

    SAY: Stop now, please. Close your tests. Be sure your name is on the front cover of the test.

15. Collect the tests. Be certain you collect every test that you handed out. As you collect the tests, be certain all of the pages of the test are turned in. Do not allow the student to take the test or any pages of the test out of the testing area.

    SAY: I'm sorry, you can not keep this test because it's a special test. If other students see this test we will not be able to use it to help other students. We will have other stories like this in class that we will talk about.

16. Do not allow the students to copy parts of the test or make word lists. Take away anything which has been copied.

    SAY: I'm sorry, you can not keep a copy of the test or a copy of words from the test. (Repeat the explanation in number 15.)

ANSWERS TO POTENTIAL QUESTIONS

1. Student asks: (Pointing to a word in the test) What does this mean?

   Examiner: I'm sorry, I can't tell you.

2. Student asks: (Pointing to a blank) What goes in here?

   Examiner: I'm sorry. I can't tell you. If you can't think of a word, make your best guess. Sometimes if you read more of the story you can think of an answer. On the Locator Test only, add "If you can't think of anything at all, put a slash like this (show the student) in the blank."

3. Student asks: Why can't I take this home and do it?

   Examiner: You can't keep this test or a copy of this test because it's a special test. If other students see this test we will not be able to use it to help them. We will have some stories like this one in class that we will talk about.

4. Student asks: How do I spell "talk"?, (for example).

   Examiner: t-a-l-k (spells out the word but does not add inflections or plurals for the student. The examiner may confirm/correct a student's spelling of a word if a student requests help.)

5. Student asks: Why are we taking this test?

   Examiner: Your answers on this test will help me (your teacher) teach you to read English better. I (your teacher) will know what makes reading easy for you and what makes reading hard for you.

SCORING THE LOCATOR TEST

In determining the appropriate level of the AESL Diagnostic Reading Test to be administered to each student, the Locator Test is scored for exact response only. Although there may be more than one correct answer per blank, only the exact response can be accepted in determining the suitable test level for the student.

Choosing the appropriate level of the AESL Diagnostic Reading Test which each student should take requires the Locator Test to be scored for exact response only. The field test data is based solely on exact response scoring of the Locator Test. Therefore, if the teacher or examiner chooses any other scoring procedure, there can be no guarantee of correct placement. The total number of correct answers is converted to a percent score and this is matched to a level. This information is found in the Placement Chart on page 57.

Identical Response Key

1. their
2. dinner
3. party
4. Lloyd
5. to
6. and
7. Jean
8. to
9. time
10. Lloyd
11. for
12. realized
13. any
14. cold
15. enough
16. make
17. wouldn't
18. minutes
19. go
20. buy
21. the
22. was
23. store
24. to
25. deposited
26. come
27. but
28. Lloyd
29. shouted
30. Where's
31. voice
32. is
33. was
34. the
35. I'm
36. shouted
37. get
38. the
39. manager
40. Baker
41. vending
42. the
43. machine
44. a
45. to
46. opened
47. let
48. cold
49. was
50. out
51. he
52. of
53. to
54. now
55. his

THE LOCATOR TEST - PERCENTAGE CHART

NUMBER CORRECT - CALCULATED IN TERMS OF PERCENT

THE RESCUE - 55

# CORRECT	PERCENT	# CORRECT	PERCENT	# CORRECT	PERCENT	
1.	2%	21.	38%	41.	75%	
2.	4%	22.	40%	42.	76%	
3.	5%	23.	42%	43.	78%	
4.	7%	24.	44%	44.	80%	
5.	9%	25.	45%	45.	82%	
6.	11%	26.	47%	46.	84%	
7.	13%	27.	49%	47.	85%	
8.	15%	28.	51%	48.	87%	
9.	16%	29.	53%	49.	89%	
10.	18%	30.	55%	50.	91%	
11.	20%	31	56%	51.	93%	
12.	22%	32.	58%	52.	95%	
13.	24%	33.	60%	53.	96%	
14.	25%	34.	62%	54.	98%	
15.	27%	35.	64%	55.	100%	
16.	29%	36.	65%	56.		
17.	31%	37.	67%	57.		
18.	33%	38.	69%	58.		
19.	35%	39.	71%	59.		
20.	36%	40.	73%	60.		

The Locator Placement Chart

After converting a student's total number of correct answers into a percentage score, this information will be used to select the appropriate test. Please see the table below.

Interpretation of Locator Score for Test Selection

% Locator Score	Test Level
5% - 30%	Beginning Level Test
20% - - - 50%	Intermediate Level Test

To find out which Locator Test scores were associated with permissible Maze Test scores, we performed a robust-regression analysis (Mosteller & Tukey, 1977) to calculate, for each test, the most probable percentage correct maze score associated with each Locator score. For example, a Locator score of 30% correct responses was associated with a Beginning Level Test score of 82.5% correct responses and a Locator score of 50% correct responses was associated with an Intermediate Level Test score of 82.7% correct responses. A range of Locator scores was then selected so that the students would not perform too poorly nor too well on either Maze test. Because, if a student received a near perfect score, they would not have made enough errors to insure that their error profile was stable and reliable.

For students with Locator scores between 20% and 30% correct, it is possible to give them either Maze test; however, we recommend that these students first attempt to take the Beginning Level Test. If the Beginning Level Test proves to be too easy, i.e., they receive a percentage correct score of 83% or above, then administer the Intermediate Level Test.

We then computed product-moment correlations between the students' percentage correct Locator score and their percentage correct score on either the Beginning or the Intermediate Level Test. These correlations were quite substantial. For the Beginning Level Test, r (103) = .70, p <.0000001, and for the Intermediate Level Test, r (112) = .89, p <.0000001. This suggests that a student's Locator score should provide a relatively accurate recommendation as to which test to give. To determine how accurate our recommendations are, we computed the percentage accuracy of our Locator score recommendations in correctly selecting the appropriate test (i.e., they received a percentage correct score under 83% on the maze). After computing the percent of correct test selections for each level, we then averaged these percentages. We found that we were 86.3% correct in selecting the appropriate test, based on our Locator score recommendations.

PREPARING TO ADMINISTER THE MAZE TESTS

The AESL Diagnostic Reading Test has a beginning and intermediate form. Each form has two passages. One passage is based on a survival skill and the second passage is a story of general interest. The beginning passages, "Sneezes & Wheezes" (A) and "ESL Picnic",(B) have 96 and 104 blanks, respectively. The intermediate passages, "Dinner For Two" (A) and "How To Make American Friends" (B), have 112 and 128 blanks, respectively.

The results of the Locator Test are used to determine the appropriate level of the AESL Diagnostic Reading Test to administer to the student. The results of the maze tests are used to determine a student's reading strengths and weaknesses. This information can then be utilized by the teacher to meet each student's reading needs.

Preparation For Testing

Before you administer the maze tests, please read pages 39-42 and 58-86 in the User's Handbook. Do not discuss in advance the content of the maze passages. Students do not need any special preparation prior to testing other than a familiarity with multiple choice tests and machine scorable answer sheets.

Prior to distributing the maze tests, the purpose of the test must be discussed. This discussion with the students should create interest in the test without producing feelings of anxiety. To minimize possible frustration, the examiner should explain to the student that the test may be difficult. Therefore, they may not be able to complete each blank successfully. The examiner should also stress that the students' answers on the test--both correct and incorrect--will identify their individual reading strengths and weaknesses. The students should be told that their responses on these tests will help their instructors devise lessons and activities to aid them in developing better reading strategies. Ultimately, in learning to read more proficiently in English, the students will be better prepared to meet educational and/or career goals. The students should also be told that the tests are in the form of stories which relate to events in everyday life.

Time Required for Testing

After determining the appropriate test level for each student, both parts of the AESL Diagnostic Reading Test are administered. No more than two weeks should elapse between administering the Locator Test and the AESL Diagnostic Reading Test.

One hour is allowed for each of the two parts of the test. Part A is always administered first. Part A and the machine scorable answer sheet A are collected and Part B is then administered. Allow 15 minutes to explain Part A of the test. Approximately ten minutes will be needed to collect Part A and the answer sheets for Part A before administering Part B. Allow an additional 10 minutes to

review the directions for Part B. Approximately 10 minutes will be needed to collect Part B, the answer sheets for Part B, and any #2 pencils that may have been distributed. This is a total time of two hours and 45 minutes.

A minimum one hour time period allotted for each part of the test is very important. One hour per test is sufficient for most students. However, for maximum diagnostic information, it is far more important for students to complete the test than to require them to return it in at the end of one hour. A maximum of one and a half hours is more than sufficient for every student to complete one part of the test. If a student needs more time than one and a half hours, the test is more than likely beyond the student's current reading capabilities and as such is an inappropriate diagnostic tool.

No testing should be scheduled if there will not be sufficient time to complete both parts of the test. Timing of each part of the test should begin only after the students have had the directions read to them, their questions answered, have understood the task and are ready to begin. They should be told to begin and continue working until the examiner tells them to stop.

Answer Sheets

Two machine scorable sheets per level, one for each part of the AESL Diagnostic Reading Test, should be provided for the student's responses. If a student wishes to change a response, he or she should carefully erase the first choice and then mark the desired choice on the same line on the answer sheet.

The examiner should encourage the students to attempt to answer every item on the test. If the student is unable to do so, he or she should be encouraged to choose his or her best guess.

A note of caution: ESL students' inexperience with machine scorable answer sheets can lead to misdiagnosis. This population often has not previously been exposed to a great number of standardized tests and, therefore, may tend to mismark the answer sheets. Mismarked answer sheets are inaccurately scored by machine and misdiagnoses occur. Therefore, caution must be used when using a machine to score student responses if the tests are to be machine scored. Prior to scoring, scan each answer sheet for irregularities such as improperly filled in "bubbles" or extraneous markings on the answer sheet.

Materials Needed For Testing

Each student will need:

a) The two parts of the AESL Diagnostic Reading Test.

b) Directions for the Maze Test (attached to the test) and the Maze example sheet (supplied in two forms, attached to the cover sheet or as a separate sheet of paper.)

c) Two 200-blank machine scorable answer sheets per student for the two parts of the AESL Diagnostic Reading Test.

d) A #2 pencil to mark the machine scorable answer sheets.

The examiner will need:

a) A summary checklist for Maze Administration and/or Maze Administration Script.

b) An extra copy of the two parts of the AESL Diagnostic Reading Test.

c) Extra tests and answer sheets. Note: mark the answer sheets with an "A" or "B" to correspond to the two parts of the AESL Diagnostic Reading Test.

d) A box of #2 pencils with erasers.

e) A time piece with a second hand if the testing area does not have a clock with a sweep hand.

f) A DO NOT DISTURB sign.

g) A blackboard, chalk, an eraser or an overhead projector with a transparency of the example, "Mary's Party", and a marking pen.

DIRECTIONS

1. Do not look at the test until the teacher tells you to.
2. Please write your name and today's date on your answer sheet. Please write the name of your school and your class/level, also.
3. Read each story carefully.
4. Choose one answer for each blank. Be sure to answer every question. If you don't know the answer, make a good guess.
5. Mark your answer on your answer sheet.
6. You can change your answer. Carefully erase your first answer you marked on the answer sheet. Mark your new answer on the same line.
7. Be sure your answer is good in each sentence and your answer is good in the whole story.
8. Do not use your dictionary.
9. Do not ask your friend to help you and do not talk during the test.

EXAMPLE:

Mary's Party

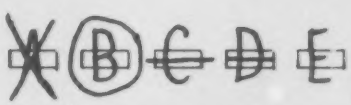
On Saturday night I'm going to Mary's house for a party.

The _____ starts at nine o'clock. _____
a) stops c) house — a) Me c) Come
b) party d) very — b) She's d) I'm

going to see many _____ my friends there. I know
a) of c) in
b) few d) people

I'm going to have a good time.

This is how to mark your machine scorable answer sheet:

Don't mark your machine scorable answer sheet like this: 

Make only <u>one</u> mark for each number. Don't make any other mark.

MAZE TEST EXAMPLE *

Do not write on the blanks in the story.

Mary's Party

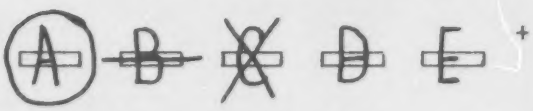
On Saturday night I'm going to Mary's house for a party. The 1. _____ starts at nine o'clock. 2. _____ going to see many 3. _____ my friend there. I know I'm going to have a good time.

1. a) stops c) house b) party d) every
2. a) Me c) In b) She's d) I'm
3. a) of c) in b) few d) people

Mark your answers here

This is how to mark your answer sheet:

Don't mark your answer sheet like this:



Make only only one mark for each number. Don't make any other marks.

---

* An optional consumable form of the example. This can be used so that the cover sheet/directions can be reused.

+ If this illustration does not correspond exactly to the layout of the answer sheets being used for testing, substitute an illustration here of the answer sheet you are using.

SNEEZES AND WHEEZES ©

Ali has a bad cold. He has 1. _____ headache and a fever. 2. _____ has a stuffy nose
a) sneeze c) awful
b) good d) a
a) Today c) Hot
b) He d) Never

3. _____ a cough, too. He 4. _____ just awful. He needs 5. _____ medicine for his
a) and c) is
b) or d) cold
a) terrible c) feels
b) carefully d) tastes
a) some c) to
b) bad d) take

cold. 6. _____ he doesn't know what 7. _____ to take. So he 8. _____ his
a) When c) Fever
b) But d) Which
a) have c) medicine
b) drugstore d) stuffy
a) asks c) drink
b) call d) can

neighbor, Kim, to 9. _____ him. Kim tells Ali 10. _____ rest in bed and 11. _____
a) like c) help
b) with d) tells
a) must c) neighbor
b) and d) to
a) sleeping c) name
b) take d) go

some medicine. But Ali 12. _____ have any medicine. Kim 13. _____ he can go to
a) no c) doesn't
b) cold d) does
a) says c) will
b) and d) Ali

14. _____ drugstore and buy some 15. _____ for Ali.
a) near c) buy
b) the d) have
a) sell c) pill
b) good d) medicines

So Kim 16. _____ to the drugstore near 17. _____ apartment. He asks the 18. _____
a) goes c) and
b) bring d) visit
a) house c) here
b) them d) his
a) busy c) buy
b) clerk d) doctor

about medicines for colds. 19. _____ clerk tells Kim to 20. _____ aspirin, nose drops and
a) Her c) The
b) Doctor d) Drugstore
a) drugs c) buy
b) takes d) leave

21. _____ drops. Kim looks carefully 22. _____ the medicines on the 23. _____.
a) cough c) a
b) eyes d) coughs
a) when c) kinds
b) directions d) at
a) time c) long
b) shelves d) desk

He chooses a bottle 24. _____ aspirin and a box 25. _____ cough drops and a 26. _____
a) of c) the
b) it d) for
a) is c) medicines
b) of d) and
a) aspirin c) box
b) chooses d) small

bottle of nose drops. 27. _____ pays for the medicines 28. _____ takes them back to
a) Friend c) He
b) Price d) To
a) to c) his
b) clerk d) and

29. _____.
a) neighbor c) Ali
b) gone d) his

Poor Ali. He feels 30. _____. He is happy to 31. _____ Kim come back with 32. _____
a) terrible c) good
b) bed d) at
a) back c) help
b) see d) look
a) the c) my
b) has d) Ali

medicines. Kim gives Ali 33. _____ bottle of aspirin. Ali 34. _____ carefully at the label
a) buy c) many
b) the d) enough
a) said c) reads
b) Kim d) looks

35. _____ reads the directions. The 36. _____ tell him how many 37. _____
a) to c) and
b) medicine d) on
a) can c) directions
b) label d) friend
a) dosage c) of
b) pay d) aspirins

he can take.

Ali reads:

> **SPEEDY ASPIRIN**
>
> DOSAGE: 2 aspirins every 4 hours as needed.
>
> Do not exceed 12 aspirins in 24 hours unless directed by your doctor.
>
> For children 6 to 12 one half dosage.
>
> Under 6 years ask your doctor.

So 38. _____ knows he can take 39. _____ aspirins now. And in 40. _____ hours he can
a) Ali c) hour
b) that d) doesn't
a) couple c) at
b) 2 d) 12
a) 4 c) on
b) 24 d) time

take 41. _____ more aspirins. Kim brings 42. _____ a glass of water 43. _____
a) little c) glass
b) 2 d) 4
a) clerk c) Ali
b) cup d) to
a) to c) drink
b) which d) so

Ali can take the 44. _____ aspirins. Ali tries hard 45. _____ open the bottle of 46. _____,
a) pair c) 12
b) very d) 2
a) to c) easy
b) and d) this
a) water c) pill
b) aspirins d) box

but he can't open 47. _____ bottle. Kim tries hard 48. _____ open the bottle, too.
a) enough c) the
b) aspirin d) her
a) bottle c) he
b) to d) help

49. _____ he can't. Kim tells 50. _____ there is a special 51. _____ of top on
a) Because c) Says
b) Dose d) But
a) Ali c) he
b) doctor d) are
a) and c) kind
b) medicines d) cover

the 52. _____ of aspirins. The top 53. _____ the bottle is hard 54. _____ open so that
a) bottle c) medicine
b) speedy d) time
a) in c) on
b) is d) bottom
a) for c) speedy
b) to d) can

children 55. _____ open it. Then the 56. _____ can't eat lots of 57. _____
a) are c) will
b) doesn't d) can't
a) children c) they
b) open d) close
a) top c) half
b) food d) aspirins

and get sick. Ali 58. _____ Kim the bottle is 59. _____ hard to open that 60. _____
a) and c) tells
b) speak d) read
a) not c) very
b) so d) cap
a) parent c) children
b) by d) adults

can't open it either. 61. _____ they can't take the 62. _____ and feel better!
a) After c) Then
b) When d) Are
a) bottle c) good
b) aspirins d) eats

Ali 63. _____ take the aspirins so 64. _____ gives Ali a cough 65. _____.
a) can't c) to
b) don't d) well
a) I c) friend
b) the d) Kim
a) drop c) better
b) medicines d) aspirin

Maybe the cough drop 66. _____ make Ali feel better. 67. _____ thinks the cough drop
a) nose c) and
b) can d) to
a) Good c) Ali
b) Kim b) Often

68. _____ terrible. He slowly puts 69. _____ cough drop in his 70. _____. But Ali
a) for c) seem
b) wasn't d) smells
a) fast c) box
b) the d) him
a) mouth c) nose
b) self d) dry

spits it 71. _____ . It tastes terrible, too.
a) won't c) out
b) from d) cough

72. _____ can't take aspirins and 73. _____ can't take the cough 74. _____,
a) Really c) Kim
b) Ali d) Drink
a) he c) him
b) when d) headache
a) syrup c) terrible
b) today d) drops

either. Kim feels badly. 75. _____ he tells Ali to 76. _____ the nose drops. Maybe
a) Hopes c) So
b) Good d) After
a) go c) takes
b) try d) sick

77. _____ nose drops are better 78. _____ the cough drops. The 79. _____ drops surely
a) this c) the
b) no d) cough
a) good c) if
b) on d) than
a) nose c) medicines
b) of d) cough

can take 80. _____ Ali's stuffy nose and 81. _____ him breathe better. Then 82. _____
a) in c) it
b) away d) medicines
a) help c) eye
b) cough d) gives
a) him c) eyes
b) when d) Ali

will feel much better, 83. _____ . Kim gives Ali the 84. _____ drops to try. Ali
a) well c) too
b) and d) before
a) takes c) cough
b) medicines d) nose

85. _____ the label and laughs. 86. _____ tells Kim to read 87. _____ label again. This
a) reads c) see
b) better d) can
a) Then c) Says
b) He d) Often
a) and c) the
b) bottle d) any

time 88. _____ reads the label very 89. _____ .
a) drops c) Ali
b) is d) Kim
a) carefully c) good
b) laugh d) quickly

Kim reads:

RED AWAY EYE DROPS

DIRECTIONS: Place 1 or 2 drops in each eye 2 or 3 times a day or as directed by your doctor.

FOR USE IN EYES ONLY

Poor Kim feels silly. 90. _____ course, putting these drops 91. _____ Ali's eyes won't help
a) So c) Of
b) Eye d) That
a) with c) cough
b) in d) away

92. _____ stuffy nose. Kim didn't 93. _____ nose drops. He bought 94. _____ drops!
a) Kim c) him
b) Ali's d) and
a) medicine c) buy
b) cough d) gets
a) eye c) at
b) nose d) labels

He didn't help 95. _____ friend get well. But, 96. _____ did make his friend laugh. And that
a) my c) for
b) buy d) his
a) he c) his
b) Ali d) better

makes Kim and Ali both feel good.

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ESL PICNIC ©

It's the last day of ESL classes at the Adult Education School. On the 1. _____ day of classes,
a) last c) night b) next d) most

the 2. _____ always have a picnic. 3. _____ the students and their 4. _____
a) school c) sometimes b) tired d) students; a) Many c) yesterday b) Today d) party; a) food c) teachers b) they d) family

are going to have 5. _____ picnic at Remington Park. 6. _____ of the people are 7. _____
a) their c) good b) our d) for; a) In c) Many b) Lot d) Grass; a) happy c) picnics b) cook d) taking

food they eat in 8. _____ own country. Maria is 9. _____ a big pot of 10. _____ .
a) time c) house b) their d) our; a) drinks c) had b) eating d) bringing; a) eat c) her b) beans d) them

Kiyomi is bringing a 11. _____ of rice cakes. Mohammad 12. _____ bringing yogurt and fruit.
a) pancakes c) plate b) much d) car; a) is c) can b) food d) and

13. _____ almost time for lunch. 14. _____ picnic is starting. People 15. _____
a) Eat c) It's b) Now d) Always; a) The c) Or b) It d) At; a) going c) just b) picnic d) are

arriving at the park. 16. _____ and Behrouz are arriving 17. _____ Ali's new car. Maria
a) Maria c) Drinks b) Ali d) Starts; a) on c) in b) park d) when

18. _____ to meet them. Ali 19. _____ out of the car. 20. _____ says to Maria, "I
a) hello c) glad b) and d) goes; a) sits c) go b) gets d) or; a) He c) Ali's b) New d) To

21. _____ cook at all. So 22. _____ are some napkins and 23. _____." Behrouz gets out of
a) can c) am b) can't d) no; a) go c) here b) much d) you; a) cups c) glass b) the d) food

24. _____ car, too. "I can't 25. _____ either," Behrouz says. "So 26. _____ are some
a) Ali c) and b) on d) the; a) go c) cook b) make d) said; a) much c) then b) here d) we

drinks for 27. _____ picnic. I have Coke 28. _____ 7 Up." "That's great," says 29. _____ .
a) the c) their b) have d) going; a) some c) that b) drinks d) and; a) now c) Maria b) the d) good

"I'm already thirsty." She 30. _____ the coke and walks 31. _____ the tables. Ali brings
a) cooks c) bring b) takes d) cup; a) to c) thirsty b) there d) clean

32. _____ napkins and the cups 33. _____ Behrouz brings the 7 Up. 34. _____ all help
a) no c) to b) all d) the; a) and c) to b) drinks d) home; a) They're c) We b) They d) That

the other 35. _____ put the food and 36. _____ on the tables.
a) peoples c) students b) child d) eat; a) set c) many b) thing d) drinks

Some 37. _____ the teachers are at 38. _____ picnic too. Miss Levy 39. _____
a) of c) one b) night d) classes; a) teach c) Sunday b) the d) good; a) is c) too b) come d) and

Mr. Reilly are sitting 40. _____ one of the tables. 41. _____ Levy says to Mr. 42. _____ ,
a) under c) at b) same d) very; a) The c) Inside b) Miss d) Chairs; a) Reilly c) this b) Ali d) Miss

"I hope my students 43. _____ their English today. This 44. _____ really a good time
a) speaks c) practice b) class d) will; a) teacher c) class b) picnic d) is

45. _____ them to practice their 46. _____." Mr. Reilly sees Mai 47. _____ her baby sitting at 48. _____ table. He says to 49. _____ Levy, "Look at Mai! 50. _____ talking to her baby 51. _____ English." Mai hears Mr. 52. _____ and says, "I talk 53. _____ my baby in English 54. _____ lot but she can't 55. _____ me." Miss Levy asks, 56. _____, can she answer you 57. _____ Chinese?" "No," Mai says. 58. _____ can't talk yet. She's 59. _____ one year old. But, 60. _____ get to practice my 61. _____." Miss Levy laughs. She 62. _____, "And, your baby doesn't 63. _____ you either!" Mai and 64. _____ Reilly laugh, too.

45. a) for b) and c) fun d) have
46. a) cooking b) speak c) new d) English
47. a) without b) and c) too d) sit
48. a) my b) chair c) the d) picnic
49. a) the b) Miss c) teachers d) Mr.
50. a) She's b) Mai c) English d) He's
51. a) study b) speak c) in d) story
52. a) Levy b) read c) speaking d) Reilly
53. a) listen b) that c) about d) to
54. a) if b) study c) a d) very
55. a) answer b) speak c) for d) show
56. a) How b) But c) Maria d) Talk
57. a) English b) speak c) in d) is
58. a) Or b) She c) English d) I
59. a) only b) going c) age d) never
60. a) speaks b) me c) tell d) I
61. a) difficult b) English c) talked d) study
62. a) shouts b) can c) says d) talk
63. a) know b) same c) fixes d) correct
64. a) Mr. b) everyone c) Maria d) laughs

People 65. _____ playing volleyball near the 66. _____. Lam yells, "The ball 67. _____ going to hit the 68. _____. Watch out!" Mai and 69. _____ baby go under the 70. _____. Miss Levy and Mr. 71. _____ jump up from the 72. _____. The ball falls into 73. _____ big pot of beans. 74. _____ hears a big splash. 75. _____ no!" yells Maria. "The 76. _____ are all over the 77. _____!" Lam and some of 78. _____ other players run to 79. _____ table. "I'm sorry, Maria," 80. _____ says. He takes the 81. _____ out of the pot. 82. _____ game are you playing?" 83. _____ Mai. "It can't be 84. _____. It must be a 85. _____ game." Lam says, "Then 86. _____ I get two points 87. _____ getting the ball in 88. _____ pot of beans?" "No,"

65. a) is b) don't c) are d) game
66. a) tables b) parking c) laugh d) eating
67. a) I'm b) wasn't c) must d) is
68. a) car b) table c) careful d) many
69. a) young b) her c) cry d) he
70. a) car b) sit c) table d) big
71. a) Ali b) Mrs. c) quickly d) Reilly
72. a) table b) sits c) picnic d) down
73. a) hot b) yard c) my d) Maria's
74. a) Everyone b) All c) Falls d) Nearby
75. a) Yes b) Heaven c) Oh d) In
76. a) people b) beans c) good d) spill
77. a) under b) park c) table d) whole
78. a) many b) the c) and d) people
79. a) our b) dirty c) and d) the
80. a) Lam b) Mai c) bad d) him
81. a) ball b) in c) coke d) dirty
82. a) Play b) This c) What d) New
83. a) question b) asks c) take d) with
84. a) play b) same c) me d) volleyball
85. a) different b) baseball c) specials d) very
86. a) never b) do c) and d) ball
87. a) three b) he's c) for d) I
88. a) and b) over c) Maria d) the

89. _____ Ali. "This is volleyball, 90. _____ basketball, for Heavens Sake. 91. _____
a) thanks c) tell
b) says d) to
a) which c) game
b) no d) not
a) Play c) You
b) She d) Or

don't get any points. 92. _____ you do get to 93. _____ the ball. Hurry up,
a) But c) If
b) Must d) Are
a) on c) games
b) throw d) wash

94. _____ it's almost time to 95. _____ our lunch."
a) baby c) because
b) volleyball d) just
a) eat c) food
b) has d) wash

Lam goes 96. _____ wash the ball. Ali 97. _____ Maria and Mai wipe 98. _____ spilled
a) with c) must
b) to d) clean
a) helps c) too
b) of d) go
a) no c) erase
b) put d) the

beans off the 99. _____. Then everyone sits down 100. _____ eat. Mohammad eats Kiyomi's
a) on c) long
b) table d) baby
a) after c) to
b) on d) and

101. _____ cakes. Maria eats Mohammad's 102. _____ and fruit. But, nobody
a) rice c) Maria
b) and d) make
a) beans c) yogurt
b) Ali d) good

103. _____ Maria's beans. "Next year, 104. _____ am going to bring the napkins," says Maria.
a) Mohammad c) have
b) eats d) dislike
a) they c) must
b) when d) I

"And someone else can bring the beans."

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DINNER FOR TWO ©

Emma and Manuel were sitting in their apartment one evening at 6:00 p.m. They 1. _____ very tired.
a) walk c) sleepy
b) were d) was

Emma had 2. _____ returned home from her 3. _____ as a nurse at 4. _____ nearby
a) just c) drive
b) the d) not
a) apartment c) job
b) long d) works
a) night c) sick
b) big d) a

hospital. She had 5. _____ on her feet all 6. _____, doing the many jobs 7. _____
a) nurse c) been
b) sat d) walk
a) hard c) evening
b) day d) standing
a) when c) not
b) that d) work

are always necessary in 8. _____ hospital. She had probably 9. _____ 20 miles in the
a) nearby c) sick
b) a d) staying
a) walk c) driven
b) for d) walked

10. _____ of the hospital. Manuel 11. _____ just returned home from 12. _____
a) morning c) floor
b) halls d) car
a) never c) had
b) restaurant d) and
a) his c) many
b) worker d) her

job as a gardener. 13. _____ had worked hard all 14. _____ bending and digging, and
a) He c) Him
b) Garden d) They
a) day c) was
b) times d) night

15. _____ and trimming trees.
a) flowering c) she
b) fix d) planting

"Manuel, 16. _____ don't feel like cooking 17. _____ tonight," said Emma. "There
a) I c) garden
b) she d) is
a) dinner c) meal
b) you d) makes

18. _____ enough food in the 19. _____, and I don't feel 20. _____ shopping,
a) not c) are
b) at d) isn't
a) left c) refrigerator
b) eats d) restaurant
a) going c) cook
b) like d) very

either."

"I can 21. _____ that, Emma. I know 22. _____ tired," said Manuel. "But,
a) agree c) Manuel
b) keep d) understand
a) she c) sleeps
b) you're d) that

23. _____ costs a lot to 24. _____ in a restaurant." Emma 25. _____, "I saw an ad
a) it c) always
b) I'm d) don't
a) eat c) price
b) spent d) go
a) Manuel c) said
b) and d) thinks

26. _____ the newspaper yesterday about 27. _____ restaurant where we can
a) in c) to
b) restaurant d) that
a) expensive c) a
b) costs d) cheaper

28. _____ two steak dinners for 29. _____. I cut it out. 30. _____, take a
a) have c) not
b) orders d) only
a) cheaper c) me
b) foods d) $9.95
a) Emma c) Here
b) Coming d) Coupon

look at 31. _____ ad."
a) see c) the
b) newspaper d) bottom

The ad said:

TWO STEAK DINNERS
ONLY $9.95

Dove's

Cooked the way you love it! Dove's juicy and tender Sirloin steak. Served with your choice of soup or crisp dinner salad. Dove's famous barbecued beans. Corn-on-the-cob covered with real butter. French fries or a great big baked potato with sour cream or butter. Onion rings and hot bread with butter.

You must bring this coupon with you for the discount.
2610 El Camino Real, Santa Clara
2136 Stevens Creek Blvd., San Jose

Dove's

"The price seems 32. _____," said Manuel. "And we 33. _____ eaten steak in a
a) only c) expensive b) reasonable d) $9.95 | a) get c) haven't b) didn't d) cost

34. _____ time. Let's go!"
a) much c) minutes b) long d) short

Emma 35. _____ Manuel got in their 36. _____ and drove to Dove's 37. _____.
a) said c) too b) for d) and | a) they c) own b) apartment d) car | a) home c) restaurant b) juicy d) eat

The restaurant wasn't far 38. _____ their apartment. When they 39. _____, they saw a line
a) from c) good b) when d) to | a) sat c) were b) reach d) arrived

40. _____ people waiting to sit 41. _____ to eat. "I'm so 42. _____," said Emma.
a) many c) look b) of d) which | a) for c) not b) down d) desk | a) glad c) hurry b) eats d) hungry

"I hope 43. _____ don't have to wait 44. _____." Luckily, Emma and Manuel 45. _____
a) so c) we b) us d) not | a) for c) less b) long d) time | a) must c) didn't b) weren't d) sit

have to wait too 46. _____. About 20 minutes later, 47. _____ hostess seated them.
a) longer c) long b) dinners d) then | a) Emma c) next b) the d) sooner

In 48. _____ few minutes a waitress 49. _____ to their table and 50. _____
a) last c) after b) restaurant d) a | a) ordering c) left b) walk d) came | a) called c) them b) bring d) gave

them a dinner menu. 51. "_____ don't really need a 52. _____," said Manuel. "We
a) Us c) We b) Eat d) They | a) wants c) seating b) menu d) waitress

know 53. _____ we want. We'll have 54. _____ steak dinners. I want 55. _____ steak cooked
a) need c) you b) just d) what | a) two c) menu b) a d) choose | a) juicy c) my b) to d) two

rare and 56. _____ wants her steak cooked 57. _____ rare." "Would you like 58. _____
a) salad c) he b) she d) other | a) medium c) beefs b) little d) with | a) some c) want b) steak d) soup

or salad?" asked the 59. _____. "I'll have salad," said 60. _____. "What kind of
a) customer c) her b) waiting d) waitress | a) Emma c) her b) crisp d) waitress

salad 61. _____ would you like?" the 62. _____ asked. "We have several
a) good c) bowl b) dressing d) do | a) Manuel c) she b) kind d) waitress

63. _____. We have Italian, French 64. _____ Blue Cheese." "I'd like 65. _____
a) dressing c) many b) kinds d) time | a) salad c) and b) fries d) America | a) to c) Italian b) these d) have

dressing," said Emma. "What 66. _____ you like sir, soup 67. _____ salad?" the waitress asked.
a) don't c) would b) if d) kind | a) and c) tomatoes b) or d) either

68. _____ like soup, please," answered 69. _____. "Would you like a 70. _____ potato
a) I'd c) Much b) I'm d) Salad | a) questions c) sir b) Manuel d) what | a) order c) menu b) baked d) chips

or French fries?" 71. _____ the waitress. Emma and 72. _____ each said they wanted
a) said c) asked b) potato d) to | a) him c) Manuel b) today d) me

73. _____ baked potato. "Anything to 74. _____ with your meal?" the 75. _____
a) no c) a b) to d) mash | a) else c) drinking b) eats d) drink | a) busy c) she b) waitress d) Manuel

asked. "Just some water," 76. _____ Manuel.
a) said c) answer b) drink d) please

The waitress brought 77. _____ soup and salad immediately. 78. _____ they finished
a) their c) spoon b) with d) two | a) And c) Begin b) Following d) After

their soup 79. _____ salad, the waitress then 80. _____ their main course. Emma
a) done c) with b) and d) but | a) brought c) to b) give d) removed

81. _____ her steak, but it 82. _____ too rare. She asked 83. _____ waitress to take
a) tried c) and b) bite d) sirloin | a) and c) was b) not d) juicy | a) the c) my b) and d) to

it 84. _____ to the kitchen and 85. _____ it some more. When 86. _____ waitress
a) back c) bring b) go d) from | a) take c) cook b) cut d) baked | a) were c) return b) my d) the

brought back the 87. _____, Emma cut into it. 88. _____ steak was just fine. 89. _____
a) carry c) rare b) steak d) it | a) Two c) Knife b) The d) These | a) Her c) Emma b) I d) Good

and Manuel enjoyed their 90. _____. When they were both 91. _____ with dinner, the
a) dinners c) jobs b) eat d) well | a) had c) satisfy b) finished d) meal

waitress 92. _____ to ask them if 93. _____ wanted coffee or dessert.
a) returned c) full b) want d) didn't | a) tea c) we b) everything d) they

94. _____ of them said, "No." 95. _____, the waitress brought them 96. _____ bill.
a) None c) Front b) Pair d) Both | a) There c) So b) Thanks d) Take | a) to c) order b) some d) the

The cost of 97. _____ dinners was $12.50.
a) steaks c) going
b) the d) price

Manuel 98. _____ the waitress to the 99. _____. When she came, he
a) called c) spoke
b) gave d) paid
a) restaurant c) eat
b) here d) table

100. _____ to her, "I thought 101. _____ steak dinners would cost 102. _____
a) or c) asked
b) waitress d) said
a) her c) two
b) buy d) it
a) cheaper c) bill
b) expensive d) $9.95

That's what we read 103. _____ the newspaper. But these 104. _____ dinners cost $12.50."
a) in c) about
b) ad d) saw
a) can c) one
b) two d) couple

"Yes, 105. _____," the waitress answered. "Two 106. _____ dinners cost $9.95 only
a) it's c) thanks
b) no d) sir
a) free c) steak
b) coupons d) pay

107. _____ you bring the coupon 108. _____ the newspaper with you." 109. _____
a) if c) do
b) $12.50 d) but
a) money c) and
b) from d) saw
a) Where c) Newspaper
b) Ad d) Place

did it say to 110. _____ the coupon?" asked Manuel. 111. _____ at the bottom of
a) discount c) Dove's
b) from d) bring
a) Right c) Looking
b) Many d) And

112. _____ ad," said the waitress. "Oh no!" said Emma. "I didn't finish reading the ad!"
a) under c) the
b) newspaper d) my

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HOW TO MAKE AMERICAN FRIENDS ©

August 15, 1981

Dear Kazuo:

My friend Yoshi said you are coming to the United States for the first time this fall. He 1. _____ (a) letter (b) asked (c) and (d) want me to write you 2. _____ (a) book (b) a (c) about (d) suggestion how to make American 3. _____ (a) citizen (b) food (c) friends (d) personal. I don't like to 4. _____ (a) letter (b) give (c) making (d) accept advice, but I'll try. 5. _____ (a) I (b) Idea (c) My (d) Will have thought of a 6. _____ (a) useful (b) friends (c) few (d) no things you can do 7. _____ (a) to (b) not (c) with (d) how make American friends. Also, 8. _____ (a) too (b) there (c) we (d) many are a few things 9. _____ (a) you (b) you're (c) I (d) make shouldn't do. So here 10. _____ (a) that's (b) only (c) of (d) are my suggestions.

Usually, it 11. _____ (a) hard (b) than (c) not (d) isn't easy to find anyone 12. _____ (a) not (b) in (c) person (d) to talk to when you 13. _____ (a) walk (b) have (c) move (d) old to a new city. 14. _____ (a) Example (b) So (c) That (d) Town, I suggest you get 15. _____ (a) take (b) now (c) a (d) his dog. If you can't 16. _____ (a) have (b) yet (c) find (d) keeps a dog in your 17. _____ (a) own (b) living (c) city (d) apartment, borrow one! Take it 18. _____ (a) for (b) pet (c) when (d) take a walk several times 19. _____ (a) nearly (b) a (c) of (d) night day. Americans love pets. 20. _____ (a) Walk (b) Somebody (c) Nobody (d) They especially like dogs, and 21. _____ (a) cat (b) animals (c) usually (d) conversations stop to talk to 22. _____ (a) them (b) anyone (c) play (d) pet with a dog. But 23. _____ (a) be (b) dog (c) really (d) don't sure you have a 24. _____ (a) friendly (b) very (c) mean (d) goodness dog. You won't make 25. _____ (a) to (b) Americans (c) old (d) any new friends if your 26. _____ (a) friends (b) good (c) dog (d) scratches bites someone on the 27. _____ (a) bodies (b) leg (c) pet (d) most!

After taking so many 28. _____ (a) trip (b) bites (c) few (d) walks, you will be hungry. 29. _____ (a) But (b) Although (c) Thirsty (d) He don't go to a 30. _____ (a) cafeteria (b) cafes (c) restaurant (d) slowly or a fast-food 31. _____ (a) city (b) eat (c) departments (d) place. Go to a cafeteria. 32. _____ (a) There (b) Strangers (c) Pets (d) They're generally share the same 33. _____ (a) big (b) seated (c) table (d) plate at a cafeteria. So, 34. _____ (a) when (b) you (c) talks will have the chance

35. _____ a) never c) for b) begin d) to start a conversation with 36. _____ a) sit c) American b) stop d) someone at your table. Try 37. _____ a) starting c) begin b) stopping d) and the conversation by talking 38. _____ a) concerns c) with b) about d) speaking the food at the 39. _____ a) cafeteria c) fast b) store d) conversation. Often it's not very 40. _____ a) day c) good b) taste d) ready and Americans love to 41. _____ a) take c) complain b) sing d) pets about cafeteria food. Then, 42. _____ a) we c) eats b) you d) maybe can continue the conversation 43. _____ a) by c) this b) then d) without asking a question. 44. You _____ a) need c) answer b) can d) they say, "Excuse me, do 45. _____ a) me c) asks b) cooks d) I have to pay for 46. _____ a) a c) going b) your d) money second cup of coffee?"

47. _____ a) Tea c) Sometime b) And d) If you spill some coffee 48. _____ a) dirty c) on b) like d) beside your shirt, don't feel 49. _____ a) drink c) bad b) like d) worry. Now is your chance 50. _____ a) don't c) is b) to d) for visit a laundromat. A 51. _____ a) laundromat c) good b) cafeteria d) washes is the place where 52. _____ a) are c) people b) and d) you take your dirty clothes 53. _____ a) and c) clean b) many d) don't wash them yourself. Going 54. _____ a) visit c) to b) wash d) from a laundromat is cheaper 55. _____ a) I'm c) at b) to d) than sending your laundry to 56. _____ a) go c) washing b) the d) do cleaners. And going to 57. _____ a) cleaners c) the b) their d) send laundromat has another bonus. 58. _____ a) Lots c) Having b) All d) Many people wait at the 59. _____ a) laundromat c) there b) cleaners d) bonus because it takes at 60. _____ a) the c) brings b) least d) machine one hour to wash 61. _____ a) all c) to b) and d) cloth dry laundry. This is 62. _____ a) very c) friend b) American d) a good time to make 63. _____ a) talking c) friends b) many d) things with some of the 64. _____ a) stay c) laundromat b) people d) clothes who are waiting there. 65. _____ a) I c) You b) Tell d) So can ask someone how 66. _____ a) no c) the b) to d) do change machine works, or 67. _____ a) to c) detergent b) kind d) how much soap to use. 68. _____ a) You c) Works b) Or d) If, even ask someone how 69. _____ a) they c) shirt b) to d) really sort your clothes before 70. _____ a) cleans c) wearing b) washing d) put them. Be sure to 71. _____ a) put c) or b) friend d) say "Excuse me", "Thank you", 72. _____ a) when c) and b) polite d) too "Please" to the people 73. _____ a) you c) American b) whom d) and talk to. It never 74. _____ a) wrong c) good b) talks d) hurts to be polite, but 75. _____ a) don't c) should b) the d) not be too polite. Americans 76. _____ a) aren't c) rude b) do d) who very formal.

There are 77. _____ things you shouldn't do. 78. _____ tell the truth when
a) some c) people b) no d) few — a) Don't c) Please b) Lie d) Haven't

79. _____ you don't know very 80. _____ ask, "How are you?" 81. _____ expect
a) speak c) people b) it d) something — a) many c) to b) question d) well — a) Nobody c) Person b) They d) Will

you to answer 82. _____ fine" even if you 83. _____ not feeling fine. "How 84. _____
a) Sick c) That's b) Me d) I'm — a) are c) do b) want d) good — a) just c) do b) are b) could

you?" is usually just 85. _____ kind of greeting. Also, 86. _____ ask most Americans
a) feelings c) a b) very d) like — a) shouldn't c) greeting b) they d) don't

three 87. _____. Don't ask them "How 88. _____ are you?", "How much 89. _____
a) important c) answers b) questions d) least — a) rich c) years b) old d) they — a) to c) do b) pounds d) scales

you weigh?" or "How 90. _____ do you earn?" People 91. _____ like to tell you 92. _____
a) many c) much b) money d) long — a) will c) don't b) no d) asks — a) their c) some b) so d) real

age if they are 93. _____ than 21 or under 94. _____! Everyone likes to look 95. _____ feel
a) over c) less b) age d) older — a) over c) 80 b) 21 d) the — a) and c) old b) for d) see

young. Americans are 96. _____ worried about being fat 97. _____ are always going on
a) very c) like b) feel d) not — a) too c) they b) such d) and

98. _____. If Americans don't make 99. _____ money, they are embarrassed.
a) dieting c) skin b) these d) diets — a) many c) little b) much d) save

100. _____, if they make 101. _____ of money, they don't 102. _____ to embarrass
a) And c) Money b) Because d) Know — a) good c) bills b) lots d) more — a) make c) feel b) want d) have

you. When 103. _____ ask someone, "How much 104. _____ you weigh?", "How old
a) you c) he b) somebody d) question — a) pound c) wash b) do d) time

105. _____ you?" and "How much 106. _____ you earn?" you are 107. _____ very personal
a) are c) can b) were d) age — a) and c) weigh b) do d) money — a) telling c) asking b) make d) earn

questions. People 108. _____ like to talk about 109. _____ things with someone they
a) answer c) don't b) usually d) they — a) these c) it b) much d) any

110. _____ know very well. I 111. _____ know if these are 112. _____
a) don't c) little b) do d) to — a) am c) not b) talk d) don't — a) usually c) answer b) same d) personal

questions in your country.

113. _____ more thing you shouldn't 114. _____. You shouldn't be late
a) One c) Three b) Remember d) Less — a) know c) always b) making d) do

115. _____ appointments. Americans are very 116. _____ of time and expect
a) from c) for b) night d) make — a) minutes c) often b) aware d) exact

117. _____ to be on time. 118. _____ someone says six o'clock, 119. _____
a) early c) everyone b) must d) nobody — a) Appointments c) If b) Ever d) Busy — a) don't c) evening b) and d) be

there at six o'clock. 120. _____ be early and don't 121. _____ late. If you are
a) Will c) Not b) You'll d) Don't — a) be c) on b) ask d) comes

122. _____ to be late, call 123. _____ people you are meeting 124. _____
a) going c) come
b) telephone d) not

a) them c) the
b) to d) visits

a) with c) don't
b) and d) office

tell them you will 125. _____ late. We even say 126. _____ is money."
a) early c) too
b) not d) be

a) Advice c) to
b) Bills d) Time

Well, this 127. _____ my advice. I hope 128. _____ suggestions will help. But
a) are c) is
b) suggestions d) time

a) this c) your
b) my d) by

don't worry. I'm sure you will make American friends and have a good time here.

Good luck,

Tom Matteson

P.S. Call me when you get here. I'm looking forward to meeting you.

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SUMMARY CHECKLIST FOR MAZE ADMINISTRATION *

___ 1. Tell students they will be taking two tests.

___ 2. Tell students there will be two stories. There will be separate answer sheets with each story. (Intermediate level stories have 112 and 128 items. Two answer sheets may be required, depending on the form you use).

___ 3. They will have one hour to read and work with each story. At the end of one hour their story and answer sheet(s) will be collected. The second story and answer sheet(s) will then be distributed.

___ 4. Ask students to clear their desks of all papers, books, and dictionaries.

___ 5. Distribute #2 pencils with erasers and first answer sheet(s) (A) to each student.

___ 6. Have students fill out identifying information on the answer sheet. Have the students write their name and the date where indicated on the sheet. Have the students write their class/level and on the appropriate line have the students write the name of their school.

___ 7. As you distribute the tests, tell students <u>not to open their test until told to do so</u>.

___ 8. Explain the Maze directions, numbers 1 through 9, to students.

___ 9. Distribute the example sheet with the sample paragraph, "Mary's Party".

___ 10. ___ 13. Work through sample paragraph, "Mary's Party" (on cover page directions) with the students. Have the paragraph and sample answer sheet on the blackboard. Ask students to choose from among the answers provided and show them how to mark their answer on the sample answer sheet. Remind students to make sure that the number of the test item corresponds to the number on the answer sheet. Ask if there are any questions.

___ 14. It is very important that students complete the tests. They should not spend too much time on any one blank but, rather, mark their best guess and proceed with the test.

___ 15. Tell students that they must do their own work, not consult with their friends.

___ 16. ___ 19. Remind students that the test will be collected at _____ o'clock. (At the end of one hour). Begin testing. During the testing, remind students at the half way point (approximately 30 minutes), 10 minutes before the end, 5 minutes before the end. At the end of one hour tell students to stop working, and collect the tests.

During the testing, the examiner should walk around the room to make sure students are marking their answer sheets correctly.

SUMMARY CHECKLIST FOR MAZE ADMINISTRATION

___ 20. Do not allow the students to copy the test, parts of the test or make
___ 21. word lists. Take away anything that has been copied. Please be sure every test is collected with all of its pages.

___ 22. For the second maze test, remind the students that this is the second story of the test. They will follow the same procedure as with the first story. Distribute answer sheets for Part B and repeat steps 6 through 21, omitting steps 9 and 10. It is not necessary to work through the sample paragraph if you are giving both parts in the same time period, as is recommended.

o The numbers of this checklist correspond to the numbers on the "Maze Test Administration Script" pages 79 to 84.

MAZE TEST DIRECTIONS - SCRIPT

1. Tell the students they will be taking two tests. Explain the time limit and testing procedure.

   SAY: Today (tonight) you are going to take two tests. You will read two stories. You will have one hour to read and work on each story. I will give you the first story and an answer sheet. Then I will give you the second story and a second answer sheet. You will have one hour to read and work on this story too.

2. Explain the purpose of the test.

   SAY: Your answers on these tests will help me (your teacher) teach you how to read English better.

3. Explain the format of the test.

   SAY: These tests are stories. Some of the words in the stories are missing. You will read the story. You will have an answer sheet for each story. You will choose an answer and mark your answer on your answer sheet. You will need a #2 pencil to mark your answer on the answer sheet.

4. Ask the students to clear their desks of all papers, books, and dictionaries.

   SAY: Please take all your papers, books, and dictionaries off your desk. You should have only a #2 pencil on your desk.

5. Distribute #2 pencils and answer sheet (A).

   SAY: I am giving you the first answer sheet. Do not write on your answer sheet until I tell you to do so. If you don't have a #2 pencil, raise your hand and I will give you one.

6. After you have distributed the answer sheets and #2 pencils, have the students complete the identifying information. Direct their attention to the spaces provided for their name, date, level/class, and name of school. (Have a sample of the spaces for the identifying information from the sample of the answer sheet on the blackboard or on an overhead projector.)

NAME — SAY: Look at the front of your answer sheet. Find the part on the page that has a space for your name. (Point to the space on the sample on the blackboard or overhead.)

SAY: Write your first name and then your last name.

CLASS/LEVEL — SAY: Under your name, write the name and level of (y)our class. (Point to the space labeled "Subject".) The name of (y)our class is (e.g.,Reading) and the level of (y)our class is (e.g., 1). (Write the name and level of the class in the space labeled "Subject" on the blackboard or overhead.)

DATE — SAY: Under the name of (y)our class and level, write today's date. (Point to the space labeled "Date". Today's date is _____. (Write the date on the blackboard.)

NAME OF SCHOOL — SAY: Next to today's date, write the name of (y)our school. (Point to the appropriate space.) The name of (y)our school is _____. (Write the name of the school in the space on the blackboard.)

7. As you distribute Maze test A, tell the students not to open their tests until told to do so.

   SAY: I am going to give you your test now. Do not open your test until I tell you to open it and do not write on the test.

8. Direct the students attention to the Maze Test Directions on the cover sheet of the test. Read statements one through nine. Have the students follow along with you.

   SAY: Look at the directions on the front of the test. (Point to the directions) I'm going to read the directions out loud. Silently read the directions with me. (Read number one through number nine.)

9. After completing the directions, distribute the Maze Test example.

   SAY: I am giving you an example of the test. This is what you are to do on the test. Let's look at the example.

10. Direct the students' attention to the sample paragraph, "Mary's Party". Go through the paragraph with the students. (Have the paragraph on the blackboard.)

    SAY: Look at the paper I just gave you. Look at the example story, "Mary's Party". Remember, don't write in the story. Mark your answers on the sample of the answer sheet. (Point to the sample answer sheet.) Let's go through the blanks together. (Read the first sentence.)

BLANK #1 — SAY: The "blank" starts at nine o'clock. (Read each alternative i.e.: The stops starts at nine o'clock. The party starts at nine o'clock...etc.) (Have the students volunteer a choice.)

SAY: That's right. The party starts at nine o'clock. "party" is choice "b". So for #1 mark "b" on your answer sheet. (Demonstrate this on the sample answer sheet on the blackboard.) Be sure to mark your answer like this (point to the space you've filled in.)

BLANK #2 — SAY: The party starts at nine o'clock. "blank" going to see many "blank" my friends there. (Read each alternative for blank #2. e.g.: Me going to see many "blank" my friends there. etc.) (Have the students volunteer a choice.)

SAY: That's right. I'm going to see many "blank" my friends there.

"I'm" is choice "d". So for #2, mark "d" on your answer sheet. (Demonstrate this on the sample answer sheet on the blackboard.) Remember, mark your answer like this. (Point to the space you've filled in.)

BLANK #3 SAY: Good. I'm going to see many "blank" my friends there. (Read each alternative. Have the students volunteer a choice.)

(This time choose a wrong answer in order to demonstrate how to change an answer.)

SAY: Okay. I'm going to see many people my friends there. "people" is choice "d", so for #3 mark "d" on your answer sheet. (Demonstrate this on the sample answer sheet on the board.)

CORRECTING BLANK #3 AND CHANGING THE ANSWER ON THE ANSWER SHEET

SAY: Okay. "I'm going to see many people my friends there. Is "people" a good answer? (Let students volunteer a correction.) That's right,"of" is the best answer. "People" is okay with the first part of the sentence. But "people" isn't okay with the end of the sentence. So let's change our answer. (Erase the first answer to #3 on the sample of the answer sheet.)

SAY: Carefully erase your first answer. Be sure you erase it completely. Then mark your new answer.

SAY: "of" is choice "a". So for #3, mark "a" on your answer sheet. (Demonstrate this on the sample answer sheet on the blackboard. Then read the whole paragraph again.)

11. Remind the students how to mark their answer sheets. Direct the students' attention to the examples on how to and how not to mark the answer sheet.

SAY: Look at the bottom of the page. This is how to mark your answer. (Point to the correct example.) Don't mark your answer sheet like this. (Point to the poor example.) Don't circle your answer. Don't make a line through your answer. Don't make an "X" through your answer. Don't make a little mark like (-) this on your answer sheet. Don't make any other marks on your answer sheet. (Demonstrate each of these on the blackboard; it is imperative that these directions are understood by the students if you are scoring by machine--the machine misreads "deviant" markings.)

12. Remind the students to make sure that there is correspondence between the test item number and the answer sheet number.

SAY: Be sure when you choose answer #1 you mark your answer on #1 of the answer sheet. When you choose answer #2 mark your answer on #2 of the answer sheet. Do this for each blank. (Illustrate by pointing to the sample paragraph blank and then to the corresponding number on the sample answer sheet.)

13. Ask if they understand the task.

    SAY: Does everyone understand what you are going to do? Your test is like this one. You read the story and choose one answer for each blank. Any questions? (Answer the students' questions about the task.)

14. It is very important that the students complete the test. They should not spend too much time on any one blank but, rather, make their best guess and proceed with the test. Make sure the students know the meaning of "guess". If any finish early, tell them to remain quietly in their seats.

    SAY: It is very important that you finish the test. The test is a little difficult and you may not be able to answer every blank correctly. But try very hard to finish the test. Don't work on one blank too long.

15. Remind the students to do their own work, not consult with their friends.

    SAY: Remember, do your own work. Don't ask your neighbor or friend to help you. Think of your own best answer. Just like your doctor can't help you feel better if you tell him your friend's symptoms instead of your own. I/your teacher need/s to know what <u>your</u> problems are in order to help you read better.

16. Remind the students that the test will be collected at _____ o'clock. (in one hour)

    SAY: The test will be collected at _____ o'clock.

17. Begin the test.

    SAY: Open your test now and begin working.

18. Remind the students of the time at the half way point.

    SAY: You have about 30 minutes to finish the test. You should be half way through the test now.

    Remind the students of the time 10 minutes before the completion of the testing period.

    SAY: You have 10 minutes until the end of the test. You should be almost finished with the test.

    Remind the students of the time 5 minutes before the end of the testing period.

    SAY: You have 5 more minutes. I will collect your tests in 5 minutes.

19. Stop the testing period at the end of the one hour.

    SAY: Stop. Please close your tests now.

20. Collect the tests. Be certain you collect every test that you handed out. As you collect each test, be certain all of the pages of the test are turned in. Do not allow the student to take the test or any pages of the test out of the testing area.

    SAY: I'm sorry, you can not keep this test because it's a special test. If other students see this test we will not be able to use it to help them. We will have other stories like this in class that we will talk about.

21. Do not allow the students to copy parts of the test or make word lists. Take away anything which has been copied.

    SAY: I'm sorry, you can not keep a copy, of the test or a copy of words from the test. (Repeat the explanation in #20.)

PART B

22. Read steps 6 through 21, omitting steps 9 through 11 for Maze test B. Remind students that this is the second part of the test. It's similar to the first. Also, remind the students to mark their answers on the second (B) answer sheet as they did on the first.

    SAY: Now we will do the second part of the test. This part is like the first part. It's another story. Read the story and choose one answer for each blank. Mark your answer on your second answer sheet just like you did on your first answer sheet. (Continue with step #6 after distributing answer sheet (B).)

ANSWERS TO POTENTIAL QUESTIONS

1. Student asks: (Pointing to a word in the test) What does this mean?

   Examiner: I'm sorry, I can't tell you.

2. Student asks: (Pointing to a blank) What goes in here?

   Examiner: I'm sorry. I can't tell you. If you can't think of a word, make your best guess. Sometimes if you read more of the story you can think of an answer. (On the Locator Test only, add "If you can't think of anything at all, put a slash like this -show the student- in the blank.")

3. Student asks: Why can't I take this home and do it?

   Examiner: You can't keep this test or a copy of this test because it's a special test. If other students see this test we will not be able to use it to help them. We will have some stories like this one in class that we will talk about.

4. Student asks: How do I spell "talk"?, (for example).

   Examiner: t-a-l-k (spells out the word but does not add inflections or plurals for the student. The examiner may confirm/correct a student's spelling of a word if a student requests help.)

5. Student asks: Why are we taking this test?

   Examiner: Your answers on this test will help me (your teacher) teach you to read English better. I (your teacher) will know what makes reading easy for you and what makes reading hard for you.

SCORING THE MAZE TESTS

To ensure valid test results, the scoring procedure for each test must be strictly followed. The two parts of the AESL Diagnostic Reading Test are scored for exact response. The reading diagnosis is based on this score and on the total number of responses in each of the four error categories. The total number of exact responses and error types over the two parts of the test are the basis for diagnosis. Therefore, it is very important that a student complete both parts of the test.* The total of exact responses and error types as they relate to each other are matched to an error profile. The error profiles are grounded in the performances of good, average and poor readers on the beginning and intermediate levels of the AESL Diagnostic Reading Test. The reader's performance is judged on the percentage of exact responses, the percentage of each error type and the relationship between these elements.

The exact response score can be quickly obtained using a scoring machine. The numbers of each type of error are calculated by using an overlay for each error category.

Answer Keys

The exact response answers can be transferred to a machine scorable answer sheet. If the students responded to the test directly on to a machine scorable answer sheet, their exact responses can be quickly totaled by machine. Errors must be either hand scored or tallied by transferring each error type to a machine scorable answer sheet, copying the sheet, and then making a "key" transparency for each of the four error types. The number of errors of each category can be quickly counted by laying the transparencies over the student's answer sheet.

For example: Error type one, Semantically Appropriate is distractor "c" in #1, "a" in #2, "c" in #3, none in #4 and "d" in #5.

This would appear as:

KEY

	(T)	(F)	Error Type #1		
1.	~~A~~	B	~~C~~	D	E
2.	~~A~~	B	~~C~~	D	E
3.	~~A~~	B	~~C~~	D	E
4.	~~A~~	B	~~C~~	D	E
5.	~~A~~	B	~~C~~	D	E

This sheet would then be copied and the copy used to make a transparency. The transparency can then be placed over the student's test and a tally made of all the type #1 errors made.

Notice that only "c" of number one is left unmarked so that if the student has selected "c", a Semantically appropriate response, it will be visible when the transparency is placed over the answer sheet.

* Diagnosis of a student's reading strengths and weaknesses is based on the total percentage of exact responses and error types from the two parts of the AESL Diagnostic Reading Test. The data from the population upon which the test was standardized (e.g., adult education students in San Diego, Los Angeles and San Francisco Bay Area) included the results only from those students who had completed both parts of the test. Therefore, the diagnostic profiles are based on the total responses made on both parts of the test and valid interpretation of any student's responses must also be based on the completion of both test parts. If the student does not complete both parts of the test, only direction, not diagnosis, of the student's reading ability can be determined. In determining a student's reading performance, caution is advised if the two parts of the AESL Diagnostic Reading Test are not completed.

Correct Response Key

LEVEL: Beginning
PASSAGE: Sneezes & Wheezes

1.	d	31.	b	61.	c	91.	b
2.	b	32.	a	62.	b	92.	b
3.	a	33.	b	63.	a	93.	c
4.	c	34.	d	64.	d	94.	a
5.	a	35.	c	65.	a	95.	d
6.	b	36.	c	66.	b	96.	a
7.	c	37.	d	67.	c		
8.	a	38.	a	68.	d		
9.	c	39.	b	69.	b		
10.	d	40.	a	70.	a		
11.	b	41.	b	71.	c		
12.	c	42.	c	72.	b		
13.	a	43.	d	73.	a		
14.	b	44.	d	74.	d		
15.	d	45.	a	75.	c		
16.	a	46.	b	76.	b		
17.	d	47.	c	77.	c		
18.	b	48.	b	78.	d		
19.	c	49.	d	79.	a		
20.	c	50.	a	80.	b		
21.	a	51.	c	81.	a		
22.	d	52.	a	82.	d		
23.	b	53.	c	83.	c		
24.	a	54.	b	84.	d		
25.	b	55.	d	85.	a		
26.	d	56.	a	86.	b		
27.	c	57.	d	87.	c		
28.	d	58.	c	88.	d		
29.	c	59.	b	89.	a		
30	a	60.	d	90.	c		

NUMBER CORRECT - CALCULATED IN TERMS OF PERCENT

SNEEZES & WHEEZES - 96

# CORRECT	PERCENT	# CORRECT	PERCENT	# CORRECT	PERCENT	# CORRECT	PERCENT
1.	1%	31.	32%	61.	64%	91.	95%
2.	2%	32.	33%	62.	65%	92.	96%
3.	3%	33.	34%	63.	66%	93	97%
4.	4%	34.	35%	64.	67%	94.	98%
5.	5%	35.	36%	65.	68%	95.	99%
6.	6%	36.	38%	66.	69%	96.	100%
7.	7%	37.	39%	67.	70%		
8.	8%	38.	40%	68.	71%		
9.	9%	39.	41%	69.	72%		
10.	10%	40.	42%	70.	73%		
11.	11%	41.	43%	71.	74%		
12.	13%	42.	44%	72.	75%		
13.	14%	43.	45%	73.	76%		
14.	15%	44.	46%	74.	77%		
15.	16%	45.	47%	75.	78%		
16.	17%	46.	48%	76.	79%		
17.	18%	47.	49%	77.	80%		
18.	19%	48.	50%	78.	81%		
19.	20%	49.	51%	79.	82%		
20.	21%	50.	52%	80	83%		
21.	22%	51.	53%	81.	84%		
22.	23%	52.	54%	82.	85%		
23.	24%	53.	55%	83.	86%		
24.	25%	54.	56%	84.	88%		
25.	26%	55.	57%	85.	89%		
26.	27%	56.	58%	86.	90%		
27.	28%	57.	59%	87.	91%		
28.	29%	58.	60%	88.	92%		
29.	30%	59.	61%	89.	93%		
30.	31%	60.	63%	90.	94%		

LEVEL: Beginning
PASSAGE: Sneezes & Wheezes

*Error Category Key

	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
1.	MU	PA	SA		31.	MU		SI	SA	61.	SA	SI		MU	91.	SI		MU	PA
2.	SA		MU	SI	32.		PA	SI	SA	62.	SI		PA	MU	92	SI		SA	PA
3.		SI	PA	SA	33.	MU		SI	PA	63.		SA	PA	MU	93.	MU	PA		SA
4.	MU	PA		SI	34.	SI	MU	SA		64.	SI	PA	SA		94.		SI	PA	MU
5.		SI	PA	SA	35.	SA	MU		PA	65.		SA	MU	SI	95.	SI	PA	SA	
6.	PA		MU	SI	36.	PA	SA		SI	66.	MU		PA	SA	96.		SI	SA	MU
7.	SA	SI		MU	37.	SA	MU	PA		67.	MU	SI		PA					
8.		SA	MU	PA	38.		SA	MU	SI	68.	PA	SI	SA						
9.	SI	PA		SA	39.	SA		PA	SI	69.	PA		MU	SA					
10.	SA	PA		MU	40.		SI	MU	PA	70.		SA	SI	PA					
11.	MU		SI	PA	41.	SA		MU	SI	71.	SI	PA		MU					
12.	SA	MU		SI	42.	SI	MU		PA	72.	SA		SI	MU					
13.		SI	PA	MU	43.	PA	SA	MU		73.		PA	SA	SI					
14.	SA		SI	MU	44.	SA	PA	SI		74.	SI	PA	MU						
15.	MU	PA	SA		45.		SA	MU	PA	75.	SA	MU		SI					
16.		SI	PA	SA	46.	SI		PA	MU	76.	PA		SA	MU					
17.	MU	SA	PA		47.	PA	SA		SI	77.	SA	SI		MU					
18.	PA		MU	SI	48.	MU		SI	SA	78.	MU	SI	PA						
19.	SI	PA		SA	49.	SI	MU	PA		79.		PA	SA	SI					
20.	MU	SA		SI	50.		SI	SA	MU	80.	PA		SA	MU					
21.		SI	PA	SA	51.	PA	SI		SA	81.		PA	MU	SA					
22.	PA	MU	SA		52.		PA	SA	MU	82.	SA	PA	SI						
23.	MU		PA	SI	53.	SI	PA		MU	83.	MU	PA		SI					
24.		MU	SA	SI	54.	SA		MU	SI	84.	MU	SA	SI						
25.	SA		MU	PA	55.	PA	SA	SI		85.		MU	SA	PA					
26.	SI	PA	MU		56.		PA	SA	MU	86.	SA		MU	SI					
27.	SA	MU		SI	57.	MU	SI	PA		87.	PA	SA		SI					
28.	SA	SI	PA		58.	PA	SA		MU	88.	MU	PA	SI						
29.	SA	MU		PA	59.	SI		SA	MU	89.		MU	SA	SI					
30.		MU	SI	PA	60.	SA	PA	SI		90.	SA	MU		PA					

* SA = Semantically Appropriate
SI = Semantically Inappropriate
PA = Partially Acceptable
MU = Minimal Unit

Correct Response Key

LEVEL: Beginning
PASSAGE: ESL Picnic

1. a	31. a	61. b	91. c
2. d	32. d	62. c	92. a
3. b	33. a	63. d	93. d
4. c	34. b	64. a	94. c
5. a	35. c	65. c	95. a
6. c	36. d	66. a	96. b
7. d	37. a	67. d	97. a
8. b	38. b	68. b	98. d
9. d	39. d	69. b	99. b
10. b	40. c	70. c	100. c
11. c	41. b	71. d	101. a
12. a	42. a	72. a	102. c
13. c	43. c	73. d	103. b
14. a	44, d	74. a	104. d
15. d	45. a	75. c	
16. b	46. d	76. b	
17. c	47. b	77. c	
18. d	48. c	78. b	
19. b	49. b	79. d	
20. a	50. a	80. a	
21. b	51. c	81. a	
22. c	52. d	82. c	
23. a	53. d	83. b	
24. d	54. c	84. d	
25. c	55. a	85. a	
26. b	56. b	86. b	
27. a	57. c	87. c	
28. d	58. b	88. d	
29. c	59. a	89. b	
30. b	60. d	90. d	

NUMBER CORRECT - CALCULATED IN TERMS OF PERCENT

ELS PICNIC - 104

# CORRECT	PERCENT	# CORRECT	PERCENT	# CORRECT	PERCENT	# CORRECT	PERCENT
1.	1%	31.	30%	61.	59%	91.	88%
2.	2%	32.	31%	62.	60%	92.	88%
3.	3%	33.	32%	63.	61%	93.	89%
4.	4%	34.	33%	64.	62%	94.	90%
5.	5%	35.	34%	65.	63%	95.	91%
6.	6%	36.	35%	66.	63%	96.	92%
7.	7%	37.	36%	67.	64%	97.	93%
8.	8%	38	37%	68.	65%	98.	94%
9.	9%	39.	38%	69.	66%	99.	95%
10.	10%	40.	38%	70.	67%	100.	96%
11.	11%	41.	39%	71.	68%	101.	97%
12.	12%	42.	40%	72.	69%	102.	98%
13.	13%	43.	41%	73.	70%	103.	99%
14.	13%	44.	42%	74.	71%	104.	100%
15.	14%	45.	43%	75.	72%		
16.	15%	46.	44%	76.	73%		
17.	16%	47.	45%	77.	74%		
18.	17%	48.	46%	78.	75%		
19.	18%	49.	47%	79.	76%		
20.	19%	50.	48%	80.	77%		
21.	20%	51.	49%	81.	78%		
22.	21%	52.	50%	82.	79%		
23.	22%	53.	51%	83.	80%		
24.	23%	54.	52%	84.	81%		
25.	24%	55.	53%	85.	82%		
26.	25%	56.	54%	86.	83%		
27.	26%	57.	55%	87.	84%		
28.	27%	58.	56%	88.	85%		
29.	28%	59.	57%	89.	86%		
30.	29%	60.	58%	90.	87%		

*Error Category Key

LEVEL: Beginning
PASSAGE: ESL Picnic

	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
1.		SI	MU	PA	31.		SA	MU	PA	61.	PA		SA	MU	91.	MU	SI		PA
2.	SA	PA	MU		32.	SI	SA	PA		62.	SI	PA		SA	92.		SA	SI	MU
3.	SA		SI	MU	33.		MU	PA	SI	63.	SI	MU	SA		93.	PA	SI	MU	
4.	SI	PA		SA	34.	SA		SI	PA	64.		PA	SI	MU	94.	SI	PA		SA
5.		SI	SA	PA	35.	SA	SI		MU	65.	SA	SI		MU	95.		SA	MU	SI
6.	SI	SA		MU	36.	MU	SA	PA		66.		PA	MU	SA	96.	PA		SA	MU
7.	PA	SA	MU		37.		SI	MU	PA	67.	PA	SI	SA		97.		PA	SA	MU
8.	PA		MU	SI	38.	MU		SI	SA	68.	SI		MU	PA	98.	SI	SA	MU	
9.	MU	SI	PA		39.	PA	MU	SA		69.	SA		MU	SI	99.	MU		PA	SI
10.	SA		PA	SI	40.	SI	SA		PA	70.	SI	SA		PA	100.	SI	PA		SA
11.	MU	SA		SI	41.	SA		SI	MU	71.	SI	MU	PA		101.		PA	MU	SA
12.		MU	SA	PA	42.		SI	PA	MU	72.		SA	PA	MU	102.	SI	MU		PA
13.	MU	SA		SI	43.	SA	MU		PA	73.	PA	MU	SI		103.	MU		SA	SI
14.		SA	PA	SI	44.	PA	SA	SI		74.		SA	MU	PA	104.	SI	PA	SA	
15.	PA	MU	SA		45.		PA	MU	SA	75.	MU	SA		SI					
16.	SI		PA	MU	46.	SI	MU	PA		76.	SI		PA	SA					
17.	SI	MU		PA	47.	SI		SA	PA	77.	MU	SI		PA					
18.	MU	PA	SA		48.	SI	MU		SA	78.	SA		PA	MU					
19.	SI		SA	PA	49.	PA		SA	SI	79.	SI	SA	PA						
20.		MU	SA	SI	50.		SA	MU	SI	80.		SI	MU	SA					
21.	SI		MU	SA	51.	PA	SA		MU	81.		PA	MU	SA					
22.	PA	MU		SI	52.	SI	MU	PA		82.	MU	SA		PA					
23.		PA	SA	SI	53.	MU	SA	SI		83.	SA		SI	PA					
24.	SA	MU	PA		54.	PA	MU		SA	84.	MU	SA	SI						
25.	SI	SA		MU	55.		SA	PA	SI	85.		SI	SA	PA					
26.	MU		PA	SI	56.	PA		SI	MU	86.	SI		PA	MU					
27.		SA	SI	PA	57.	MU	SA		PA	87.	MU	SI		SA					
28.	SA	MU	PA		58.	PA		MU	SI	88.	PA	MU	SA						
29.	SI	PA		MU	59.		PA	SA	SI	89	SI		SA	PA					
30.	SI		SA	MU	60.	MU	SA	SI		90.	PA	SA	MU						

A SA = Semantically Appropriate
SI = Semantically Inappropriate
PA = Partially Acceptable
MU = Minimal Unit

Correct Response Key

LEVEL: Intermediate
PASSAGE: Dinner For Two

1. b	31. c	61. b	91. b
2. a	32. b	62. d	92. a
3. c	33. c	63. b	93. d
4. d	34. b	64. c	94. d
5. c	35. d	65. c	95. c
6. b	36. d	66. c	96. d
7. b	37. c	67. b	97. b
8. b	38. a	68. a	98. a
9. d	39. d	69. b	99. d
10. b	40. b	70. b	100. d
11. c	41. b	71. c	101. c
12. a	42. d	72. c	102. d
13. a	43. c	73. c	103. a
14. a	44. b	74. d	104. b
15. d	45. c	75. b	105. d
16. a	45. c	76. a	106. c
17. a	47. b	77. a	107. a
18. d	48. d	78. d	108. b
19. c	49. d	79. b	109. a
20. b	50. d	80. a	110. d
21. d	51. c	81. a	111. a
22. b	52. b	82. c	112. c
23. a	53. d	83. a	
24. a	54. a	84. a	
25. c	55. c	85. c	
26. a	56. b	86. d	
27. c	57. a	87. b	
28. a	58. d	88. b	
29. d	59. d	89. c	
30. c	60. a	90. a	

NUMBER CORRECT - CALCULATED IN TERMS OF PERCENT

DINNER FOR TWO - 112

# CORRECT	PERCENT	# CORRECT	PERCENT	# CORRECT	PERCENT	# CORRECT	PERCENT
1.	.89 = 1%	31.	28%	61.	54%	91.	81%
2.	2%	32.	29%	62.	55%	92.	82%
3.	3%	33.	29%	63.	56%	93.	83%
4.	4%	34.	30%	64.	57%	94.	84%
5.	4%	35.	31%	65.	58%	95.	85%
6.	5%	36.	32%	66.	59%	96.	86%
7.	6%	37.	33%	67.	60%	97.	87%
8.	7%	38.	34%	68.	61%	98.	88%
9.	8%	39.	35%	69.	62%	99.	88%
10.	9%	40.	36%	70.	63%	100.	89%
11.	10%	41.	37%	71.	63%	101.	90%
12.	11%	42.	38%	72.	64%	102.	91%
13.	12%	43.	38%	73.	65%	103.	92%
14.	13%	44.	39%	74.	66%	104.	93%
15.	13%	45.	40%	75.	67%	105.	94%
16.	14%	46.	41%	76.	68%	106.	95%
17.	15%	47.	42%	77.	69%	107.	96%
18.	16%	48.	43%	78.	70%	108.	96%
19.	17%	49.	44%	79.	71%	109.	97%
20.	18%	50.	45%	80.	71%	110.	98%
21.	19%	51.	46%	81.	72%	111.	99%
22.	20%	52.	46%	82.	73%	112.	100%
23.	21%	53.	47%	83.	74%		
24.	21%	54.	48%	84.	75%		
25.	22%	55.	49%	85.	76%		
26.	23%	56.	50%	86.	77%		
27.	24%	57.	51%	87.	78%		
28.	25%	58.	52%	88.	79%		
29.	26%	59.	53%	89.	79%		
30.	27%	60.	54%	90.	80%		

* Error Category Key

LEVEL: Intermediate
PASSAGE: Dinner For Two

	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
1.	SI		MU	SA	31.	MU	SA		PA	61.	MU		SI	PA	91.	PA		SA	MU
2.		PA	MU	SI	32.	PA		SI	MU	62.	SI	PA	SA		92.		SA	MU	SI
3.	SI	PA		SA	33.	PA	SA		MU	63.	SA		MU	PA	93.	MU	PA	SI	
4.	PA	SA	MU		34.	SA		MU	SI	64.	PA	SI		MU	94.	SI	SA	PA	
5.	MU	SI		SA	35.	SI	PA	SA		65.	MU	SA		PA	95.	SA	SI		MU
6.	PA		SI	SA	36.	MU	SI	PA		66.	SI	PA		SA	96.	PA	SA	MU	
7.	PA		SI	MU	37.	SI	MU		SA	67.	SI		MU	SA	97.	SA		PA	SI
8.	SA		MU	PA	38.		PA	MU	SI	68.		SI	PA	MU	98.		SI	SA	PA
9.	SA	PA	SI		39.	SI	SA	PA		69.	MU		SA	SI	99.	SI	SA	MU	
10.	PA		SA	MU	40.	SA		MU	PA	70.	SA		PA	MU	100.	PA	MU	SI	
11.	SI	MU		PA	41.	SA		SI	MU	71.	SI	MU		PA	101.	SI	SA		PA
12.		MU	SA	SI	42.	SI	MU	PA		72.	SA	PA		SI	102.	SA	SI	MU	
13.		MU	SA	SI	43.	MU	SA		PA	73.	SI	PA		MU	103.		MU	SA	PA
14.		SA	PA	SI	44.	PA		SI	SA	74.	PA	MU	SA		104.	PA		SI	MU
15.	MU	SA	PA		45.	SI	SA		PA	75.	PA		SA	SI	105.	PA	MU	SI	
16.		SI	MU	PA	46.	SA	MU		SI	76.		MU	SA	SI	106.	SI	SA		MU
17.		SI	SA	MU	47.	PA		SA	MU	77.		PA	MU	SA	107.		MU	SA	PA
18.	SA	PA	SI		48.	SI	MU	PA		78.	SI	SA	MU		108.	SA		SI	PA
19.	PA	MU		SI	49.	MU	SA	SI		79.	MU		SI	PA	109.		PA	MU	SA
20.	SA		MU	PA	50.	SI	SA	PA		80.		SA	PA	SI	110.	SI	PA	MU	
21.	SA	SI	MU		51.	SA	MU		PA	81.		SA	PA	MU	111.		SI	SA	PA
22.	SI		MU	PA	52.	MU		PA	SI	82.	PA	SI		MU	112.	MU	SA		SI
23.		PA	SA	SI	53.	MU	SA	PA		83.		PA	SI	SA					
24.		PA	MU	SA	54.		SI	MU	PA	84.		SA	MU	SI					
25.	MU	PA		SI	55.	SA	MU		SI	85.	PA	SI		SA					
26.		MU	SA	PA	56.	PA		SI	SA	86.	PA	SI	MU						
27.	SI	PA		SA	57.		SA	MU	PA	87.	MU		PA	SA					
28.		SA	SI	MU	58.	PA	SI	MU		88.	SI		MU	SA					
29.	SA	MU	SI		59.	SI	PA	SA		89.	SA	SI		PA					
30.	SI	SA		PA	60.		MU	SA	SI	90.		MU	SI	PA					

* SA = Semantically Appropriate
SI = Semantically Inappropriate
PA = Partially Acceptable
MU = Minimal Unit

Correct Response Key

LEVEL: Intermediate
PASSAGE: How to Make American Friends

1. b	31. d	61. b	91. c	121. a
2. c	32. b	62. d	92. a	122. a
3. c	33. c	63. c	93. d	123. c
4. b	34. b	64. b	94. c	124. b
5. a	35. d	65. c	95. a	125. d
6. c	36. d	66. c	96. a	126. d
7. a	37. a	67. d	97. d	127. c
8. b	38. b	68. b	98. d	128. b
9. a	39. a	69. b	99. b	
10. d	40. c	70. b	100. a	
11. d	41. c	71. d	101. b	
12. d	42. b	72. c	102. b	
13. c	43. a	73. a	103. a	
14. b	44. b	74. d	104. b	
15. c	45. d	75. a	105. a	
16. a	46. a	76. a	106. b	
17. d	47. d	77. a	107. c	
18. a	48. c	78. a	108. c	
19. b	49. c	79. c	109. a	
20. d	50. b	80. d	110. a	
21. c	51. a	81. b	111. d	
22. b	52. d	82. d	112. d	
23. a	53. a	83. a	113. a	
24. a	54. c	84. b	114. d	
25. d	55. d	85. c	115. c	
26. c	56. b	86. d	116. b	
27. b	57. c	87. b	117. c	
28. d	58. d	88. b	118. c	
29. a	59. a	89. c	119. d	
30. c	60. b	90. c	120. d	

NUMBER CORRECT - CALCULATED IN TERMS OF PERCENT

HOW TO MAKE AMERICAN FRIENDS - 128

# CORRECT	PERCENT	# CORRECT	PERCENT	# CORRECT	PERCENT	# CORRECT	PERCENT
1.	1%	33.	26%	65.	51%	97.	76%
2.	2%	34.	27%	66.	52%	98.	77%
3.	2%	35.	27%	67.	52%	99.	77%
4.	3%	36.	28%	68.	53%	100.	78%
5.	4%	37.	29%	69.	54%	101.	79%
6.	5%	38.	30%	70.	55%	102.	80%
7.	5%	39.	30%	71.	55%	103.	80%
8.	6%	40.	31%	72.	56%	104.	81%
9.	7%	41.	32%	73.	57%	105.	82%
10.	8%	42.	33%	74.	58%	106.	83%
11.	9%	43.	34%	75.	59%	107.	84%
12.	9%	44.	34%	76.	59%	108.	84%
13.	10%	45.	35%	77.	60%	109.	85%
14.	11%	46.	36%	78.	61%	110.	86%
15.	12%	47.	37%	79.	62%	111.	87%
16.	13%	48.	38%	80.	63%	112.	88%
17.	13%	49.	38%	81.	63%	113.	88%
18.	14%	50.	39%	82.	64%	114.	89%
19.	15%	51.	40%	83.	65%	115.	90%
20.	16%	52.	41%	84.	66%	116.	91%
21.	16%	53.	41%	85.	66%	117.	91%
22.	17%	54.	42%	86.	67%	118.	92%
23.	18%	55.	43%	87.	68%	119.	93%
24.	19%	56.	44%	88.	69%	120.	94%
25.	20%	57.	45%	89.	70%	121.	95%
26.	20%	58.	45%	90.	70%	122.	95%
27.	21%	59.	46%	91.	71%	123.	96%
28.	22%	60.	47%	92.	72%	124.	97%
29.	23%	61.	48%	93.	73%	125.	98%
30.	23%	62.	48%	94.	73%	126.	98%
31.	24%	63.	49%	95.	74%	127.	99%
32.	25%	64.	50%	96.	75%	128.	100%

*Error Category Key

LEVEL: Intermediate
PASSAGE: How To Make American Friends

	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
1.	MU		PA	SA	33.	PA	SA		SI	65.	SI	MU		SA	97.	PA	MU	SI	
2.	SI	PA		SA	34.	PA		MU	SI	66.	SI	PA		SA	98.	SA	PA	MU	
3.	MU	SI		PA	35.	SI	MU	SA		67.	PA	SA		MU	99.	SA		SI	MU
4.	MU		SA	SI	36.	PA	MU	SA		68.	PA		MU	SI	100.		SI	MU	PA
5.		MU	SA	PA	37.		SI	SA	PA	69.	SI		MU	SA	101.	PA		MU	SA
6.	SA	MU		SI	38.	SA		SI	MU	70.	SA		SI	PA	102.	MU		SA	SI
7.		SI	PA	SA	39.		SI	PA	MU	71.	SI	MU	PA		103.		PA	SI	MU
8.	MU		SI	PA	40.	PA	SA		MU	72.	PA	MU		SA	104.	SA		SI	PA
9.		SA	SI	MU	41.	PA	SI		MU	73.		SI	MU	PA	105.		SI	PA	SA
10.	SI	SA	PA		42.	SI		MU	SA	74.	SA	MU	SI		106.	PA		MU	SA
11.	MU	PA	SA		43.		SA	PA	SI	75.		PA	SI	SA	107.	SI	SA		MU
12.	SI	PA	MU		44.	SA		MU	PA	76.		SI	MU	PA	108.	MU	SI		PA
13.	SI	PA		MU	45.	SA	PA	MU		77.		SI	PA	MU	109.		SA	PA	SI
14.	SA		PA	MU	46.		SI	PA	MU	78.		MU	SI	SA	110.		SI	MU	PA
15.	MU	SA		SI	47.	MU	PA	SA		79.	MU	PA		SI	111.	MU	PA	SA	
16.		PA	SI	SA	48.	SA	PA		SI	80.	SA	MU	PA		112.	SI	SA	MU	
17.	PA	SA	SI		49.	MU	SI		SA	81.	SI		SA	PA	113.		SA	SI	MU
18.		MU	PA	SI	50.	SI		MU	SA	82.	MU	SA	SI		114.	SI	SA	PA	
19.	PA		SA	MU	51.		SI	PA	SA	83.		PA	SA	MU	115.	SA	MU		PA
20.	MU	SA	SI		52.	MU	PA	SI		84.	PA		MU	SI	116.	MU		PA	SA
21.	MU	SI		PA	53.		PA	MU	SI	85.	MU	PA		SA	117.	MU	SA		SI
22.	SA		PA	MU	54.	PA	MU		SI	86.	SA	SI	MU		118.	MU	SI		PA
23.		MU	SA	SI	55.	SI	SA	PA		87.	PA		SI	SA	119.	SI	PA	MU	
24.		PA	SI	SA	56.	SA		MU	PA	88.	SI		SA	PA	120.	PA	SI	SA	
25.	PA	SA	MU		57.	MU	SI		SA	89.	PA	SA		MU	121.		SI	PA	SA
26.	SI	PA		MU	58.	SA	SI	PA		90.	SI	SA		PA	122.		MU	SA	SI
27.	SA		SI	PA	59.		SI	SA	MU	91.	SI	SA		MU	123.	PA	SA		MU
28.	SA	SI	MU		60.	PA		MU	SA	92.		PA	SI	SA	124.	PA		SI	MU
29.		SA	MU	SI	61.	SI		SA	MU	93.	SA	MU	SI		125.	MU	SI	SA	
30.	SI	SA		MU	62.	SA	PA	MU		94.	MU	SI		PA	126.	SI	MU	PA	
31.	SI	MU	PA		63.	SA	PA		SI	95.		PA	SI	MU	127.	SA	MU		PA
32.	PA		SI	SA	64.	SA		PA	SI	96.		SA	PA	SI	128.	SA		SI	PA

* SA = Semantically Appropriate
SI = Semantically Inappropriate
PA = Partially Acceptable
MU = Minimal Unit

PART 3: DESCRIPTION OF THE FIELD TESTING

PARTICIPANTS

The final field test sample consisted of 230 adult students enrolled at the Santa Clara, California, Adult Education Center's ESL Program. Both sexes are equally represented and they range in age from 17 to 71 years of age (see Table 1). More than two-thirds of the students completed 12 years of formal education in their native country and approximately half of the students have been attending school in the U.S. for at least 7 to 12 months. These students come from 28 different countries (see Table 2), from 14 different language backgrounds, with over half of the students speaking either Spanish or Vietnamese (see Table 3). We believe that these students by virtue of their heterogeneity are fairly representative of the type of students enrolled in other adult ESL programs throughout the country.

Table 1

Student Information Questionnaire, Santa Clara Adult Education Center

SEX	n = 214
Male	47%
Female	51%
AGE	n = 202
17 - 20	11%
21 - 35	44%
36 - 50	31%
51 - 75	14%
YEARS OF FORMAL EDUCATION IN NATIVE COUNTRY	n = 214
8 or less	35%
7 - 12	50%
13 or more	15%
LENGTH OF EDUCATION IN U.S.	n = 190
6 months or less	32%
7 months - 12 months	46%
13 months or more	22%

n = number answering each item.

Table 2

Student Information Questionnare, Santa Clara

Adult Education Center

NATIVE COUNTRY	n = 208
Angola	1%
Bolivia	1%
Brazil	2%
Colombia	1%
Cambodia	1%
Costa Rica	1%
China, P.R.	3%
Cuba	3%
Chile	1%
El Salvador	4%
Guatemala	3%
Hong Kong	1%
Hungary	2%
Iran	2%
Japan	4%
Korea	5%
Laos	1%
Lebanon	1%
Mexico	12%
Nicaragua	4%
Philippines	2%
Poland	2%
Portugal	7%
Russia	5%
Switzerland	1%
Syria	1%
Taiwan	3%
Vietnam	30%

n = number answering each item.

Table 3

Student Information Questionnaire, Santa Clara

Adult Education Center

NATIVE LANGUAGE	n = 218
Arabic	2%
Chinese	11%
Farsi	2%
German	1%
Hungarian	2%
Japanese	4%
Korean	5%
Laosian	1%
Polish	2%
Portuguese	9%
Russian	5%
Spanish	28%
Tagolog	3%
Vietnamese	27%

n = number answering each item.

PROCEDURE

Students enrolled in Santa Clara's Adult Education Center's ESL Program were administered the Locator Test and the AESL Diangostic Reading Test. The Locator Test is used to determine which level of the AESL Diagnostic Reading Test the students should take. The Locator Test is in a cloze format, which was made by deleting every fifth word and replacing it with an underlined blank of a standard length. The student fills in one word per blank. The student's response indicates their ability to process text using semantic, syntactic, and graphophonic cues to achieve an integrated understanding of what is read (Bormuth, 1968). Cloze responses were scored as correct only when they exactly matched the deleted words. The Locator Test has 55 blanks, and students are allowed 45 minutes to complete it.

The AESL Diagnostic Reading Test has a Beginning and an Intermediate Test Level. Each level consists of two passages. The content on one passage is based on survival skills and the content of the second passage is based on a story of general interest. The passages range from 450 to 650 words in length, with every fifth word deleted. The number of blanks per passage range from 96 to 128, with four response options per blank. The students were allowed an hour and a half to complete the test and they were instructed to guess on all items if they did not know the correct answers.

Three hundred and five students of differing ability levels were first administered the Locator Test.* Approximately two weeks after the Locator Test was given, we administered a close version of the AESL Diagnostic Reading Test to 130 students who had previously taken the Locator Test. The cloze version was identical to the AESL Diagnostic Reading Test (maze) except that it did not have any response options. They were simply to fill in the blanks.

Approximately one week after the cloze version of the AESL Diagnostic Reading Test was given, we administered the maze version, over the same passages, to 220 students who had previously taken the Locator Test. The maze version was identical to the cloze version, except that the distractors were chosen from student responses in the preliminary testing of the cloze version. Furthermore, each distractor in the maze version represented one of four types of reading errors. The distractors represented Semantically Appropriate, Semantically Inappropriate, Partially Acceptable, or Minimal Unit reading errors. Because we limited the number of response options per item to four, including the correct response, it was necessary to develop and implement a randomized counterbalancing scheme. This enabled us to rotate the four types of error categories among the items, while insuring that the test would not be biased with respect to an individual who responded randomly. That is, an individual who responded randomly should select each error category approximately an equal number of times.

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* Please refer to Part Two of this manual for more information concerning the specific instructions for administering these tests.

One hundred and thirty out of the 220 students who took the maze version of the test had also previously taken the cloze version of the test. Our purpose was to collect data from students who took both the cloze and the maze versions, over the same test passages, in order to validate the AESL Diagnostic Reading Test against the cloze version. In all instances, where the students received both the cloze and the maze versions, the cloze version was administered before the maze version was given.

Out of the 305 students who took the Locator Test, the data from 85 of these students were not included in our statistics. Forty of these students failed to appear for the subsequent testing. Forty-five of these students were present for the subsequent testing; however, they failed to complete their test. It should be noted that the AESL Diagnostic Reading Test is not appropriate for students who are pre-literate in English. The students must have at least a limited ability in reading connected discourse in order for the test to be completed and effectively diagnostic. The students who failed to complete the test were from the lowest ability level ESL classes and were probably pre-literate in English.

PART 4: TEST ANALYSES

Two hundred and twenty students completed the AESL Diagnostic Reading Test. One hundred and four of these students completed the Beginning Test Level and 116 of these students completed the Intermediate Test Level.

Table 4

Descriptive Statistics by Passage and Level on the AESL Diagnostic Reading Test

Beginning Test Level	N	Number of Items	Mean as % Correct	S.D.
"Sneezes and Wheezes"	104	96	69.6	18.4
"ESL Picnic"	104	104	68.3	17.7
TOTAL	104	200	69.0	17.7
Intermediate Test Level				
"Dinner for Two"	116	112	75.7	18.7
"How to Make American Friends"	116	128	69.6	20.0
TOTAL	116	240	72.1	19.1

Table 4 contains descriptive statistics on the AESL Reading Ability Scores (i.e., the percent of correct responses). The Reading Ability Score representing the midpoint in difficulty in a four-option test, like the AESL Diagnostic Reading Test, is 63.5%. This score is the midpoint between the highest possible score (100%) and the smallest possible score that would be expected if each item were answered at random (25%). Inspection of the table reveals that all of the passages were more difficult than the midpoint; however, it should be kept in mind that these tests were given to a wide range of students with differing ability levels. Within the Beginning Test Level the passages are approximately equal in difficulty. However, within the Intermediate Test Level the passage "How to Make American Friends": is more difficult.

ORDER EFFECTS

It is plausible to argue that the design of our field testing might result in students correctly answering more items on the AESL Diagnostic Reading Test than one would ordinarily expect. This effect would arise from the fact that over half of the students completed the AESL Diagnostic Reading Test after they had completed the cloze version of the test. To find out if such an effect occurred, we divided the students into two groups. Those who only completed the AESL Diagnostic Reading Test, and those who completed both the AESL Diagnostic Reading Test and the cloze version of the test. We then separately computed for the Beginning and the Intermediate Test Levels, the regression equations between the students' Locator Scores (an uncontaminated reference) and their AESL Reading Ability Scores. For the Beginning Test Level an analysis of the differences between the two groups' regression equations revealed no significant differences in either their slope or their intercept (see Gulliksen & Wilks, 1950). For the Intermediate Test Level a

similar analysis revealed no significant differences in either their slope or their intercept. We conclude, therefore, that the field testing design did not result in students correctly answering more items than one would ordinarily expect.

RELIABILITY

The reliability coefficients and the standard errors of measurement are shown in Table 5.

Table 5

Reliability Coefficients and Standard Errors of Measurement for the AESL Diagnostic Reading Test

	n	r	SEM
Beginning Test Level			
% Correct Cloze	66	.91	4.42
% Correct Maze	104	.96	3.69
Diagnostic Error Profile Cloze	66	.92	n.a.
Diagnostic Error Profile Maze	104	.90	n.a.
Intermediate Test Level			
% Correct Cloze	64	.95	3.58
% Correct Maze	116	.96	3.69
Diagnostic Error Profile Cloze	64	.92	n.a.
Diagnostic Error Profile Maze	116	.90	n.a.

n.a. = not applicable.

The reliability coefficients for the Reading Ability Scores are split-half product-moment correlation coefficients computed using the Spearman-Brown formula. The items in each test were divided on an a priori basis into the two sets needed for obtaining split-half reliability coefficients. Because each test level consists of two independent passages of approximately equal length, each passage comprised one of the two sets.*

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* The problem with a cloze or a maze formatted test is that the individual test items are not <u>independent</u> of one another, but to a large extent <u>dependent</u> upon one another. For example, correctly answering one item on a test may be necessary to correctly answer the following item. When using the split-half reliability method if similar (dependent) items are placed in different halves of the split, then correctly answering one item will affect both halves of the split; thereby, spuriously increasing the similarity of the half-scores and spuriously increasing the reliability coefficient. By splitting the AESL Diagnostic Reading Test between its' two <u>independent</u> passages this problem is avoided because the items in each half are independent of the other half.

It should be noted that other researchers working with a cloze or a maze formatted test have used the KR-20 reliability coefficient. Theoretically it is the mean of all the possible split-halves resulting from different splittings of a test (Cronback, 1951). The problem with this approach is that it is not sensitive to the lack of independence among most of the test items, i.e., the split should not be made indiscriminately. In fact, using this method would result in a spuriously inflated reliability coefficient and consequently, it should not be used.

The reliability coefficients for the Diagnostic Error Profiles were computed in a slightly different manner. Again the items were divided on a prior basis into the two sets (passages) per test level needed for obtaining split-half reliability coefficients. Because we are interested in the reliability of the entire Diagnostic Error Profile and not just the reliability of the individual error categories, we constructed for each student two error profiles based on the two separate passages. These error profiles listed what percent of the reading errors that the students made were categorized as Semantically Appropriate errors, as Semantically Inappropriate errors, as Partially Acceptable errors, or as Minimal Unit errors. We then computed for each student a product-moment correlation coefficient between their two error profiles. These correlation coefficients were then averaged across students by means of the r-to-z transformation. Chi-square tests for the homogeneity of correlations revealed that there were no significant differences between students in the degree to which their error profile was correlated with their error profile on the second passage. This process yielded a mean correlation coefficient which was then corrected by means of the Spearman-Brown formula to represent the reliability of an individual's AESL Diagnostic Error Profile based on the full test. Because this process averaged across the individual correlations instead of correlating the individual scores, the standard errors of measurement can not be computed for these reliability measures and consequently they are not listed.

Reliability of the Cloze Scoring Procedure

Four independent raters scored the students responses to the cloze version of the AESL Diagnostic Reading Test using the following criteria: first, the students must have completed at least 50 items per passage; second, cloze responses were scored as correct only when they exactly matched the deleted words; and third, the students' errors were classified according to the criteria delineated in the "Test Development and Content Validity" section. Words that could not be read or classified according to our error categories were rare and were excluded from the scoring.

The calculation of the students' percentage of correct responses was dependent upon the number of items that the students attempted. For example, suppose that a given student correctly answered 30 out of the 50 items that they attempted, then 30/50 = .60. Another subject may have also correctly answered 30 items, but if they attempted to answer 60 items, then they would obtain a score of 30/60 = .50.

The calculation of the student's percentage score for a given error category was dependent upon the total number of errors made by that individual. To illustrate, suppose that an individual made five errors per error category, for a total of 20 errors. Then the percentage score representing what percent of their errors were of a specific category is 5/20 = .25.

After the tests had been scored, fifteen cloze tests from each test level were selected at random and re-scored by the other judges. We computed for each pair of judges (for 4 judges there are 6 possible non-redundant combinations

--AB, AC, AD, BC, BD, and CD) the correlations between their ratings of the percent of correct responses, the percent of Semantically Appropriate errors, the percent of Semantically Inappropriate errors, the percent of Partially Acceptable errors, and the percent of Minimal Unit errors. In other words, each pairing of the judges gave us 5 different reliability estimates. To condense this information we averaged across the 5 different reliability estimates from each pair of judges, by means of the r-to-z transformation. This left us with a single reliability estimate for each non-redundant pairing of the judges. Again we averaged these six correlations by means of the r-to-z transformation to obtain a single reliability estimate for the four judges. We discovered that the overall interrater reliability agreement on the scoring of the cloze tests was quite high, with correlations of .95 for the Beginning Test Level, and .94 for the Intermediate Test Level.

VALIDITY

Test Development and Content Validity

Development of the Passages. We wrote eight original stories closely controlling the content, vocabulary, and syntax of each passage. The inclusion or exclusion of certain content, vocabulary, or syntax was guided by San Francisco Bay Area adult education centers' syllabi, as well as, by the authors' knowledge of ESL methodology and classroom experience.

Leveling of the Passages. The reading levels of the test passages were determined by using Bormuth's cloze readability procedure (1968). None of the standard readability formulas used for determining the reading level of text written for native speakers was judged to be suitable for adult ESL students. There is a general problem using formulas designed for young people with adults. Grade level designations have not been standardized with adults and thus are inaccurate when used with this population. Additionally, words and concepts known to adult ESL students often do not appear on lists of familiar words used by some readability formulas. ESL reading materials evaluated by such formulas would appear to be more difficult than they actually were. Conversely, some adult ESL students know many words considered difficult which would not appear on these lists. Additionally, in recent years, wide-ranging research studies have cautioned against the use of readability formulas to measure text difficulty. Actual application of the Dale-Chall readability formula and the Fry readability graph to the test passages yielded unstable results.

For the above reasons, Bormuth's Readability Procedure was selected to determine the level of the passages being developed for the AESL Diagnostic Reading Test. According to this procedure, every fifth word is eliminated from a passage of at least 250 words-in-length. A student's individual score or a group score indicates whether the passage is at a "frustration", an "instructional", or an "independent" reading level regardless of the age or background of the student.

The passages chosen by the cloze format were deliberately targeted to be at the frustration level so that the maze version, which was known to

significantly improve a reader's score (see Pikulski and Tobin, 1982), could still yield enough errors to provide meaningful diagnostic information. Additionally, research in miscue analysis and cloze studies using miscue analysis techniques (Goodman, 1969, 1979; Lindberg, 1977) indicates that error analysis is more fruitful when the material used is somewhat difficult for the students. The difficulty level of the test passages was also confirmed by using students' scores on an independent placement test, scores on a simultaneously developed locator test, and teacher judgment.

Test Format. The technique which appeared to show the most promise for evaluating the reading process of adult ESL students, and which has been widely used to evaluate native speakers' reading ability, was Bormuth's Cloze Procedure (1968). This procedure uses connected text exclusively. Comprehension assessment is built into the text rather than being a post-textual addendum. Additionally, responding to cloze passages requires information processing strategies similar to those necessary for reading connected text. And, the cloze format appears to tap strategies which are necessary to the global process of reading comprehension (Oller, 1975; Lindberg, 1977).

In the cloze procedure as outlined by Bormuth, a passage of continuous text of at least 250 words is used. Every fifth word is deleted. The student fills in one word per blank. The student's response indicates his/her ability to process text using semantic, syntactic, and graphophonic (symbol-sound) cues to achieve an integrated understanding of what is read (Bormuth, 1968).

Miscue Analysis was also chosen for investigation as a diagnostic tool because it has been well researched as a technique for testing native speakers' and young ESL speakers' reading performance, and can provide information similar to that of the cloze. We wished to determine whether Miscue Analysis procedures were appropriate for adult ESL students, particularly those at the beginning level.

Our preliminary investigations indicated that miscue analysis is not appropriate for assessing some aspects of the reading performance of adult ESL students. Those students whose spoken English while reading aloud was unintelligible to the examiner were, in fact, able to correctly answer comprehension questions and to retell the story. When students were not able to respond correctly to comprehension questions, the researcher could not conclude that this was due to a lack of understanding rather than to difficulty in producing oral language. In addition, Miscue Analysis is unwieldy for large group administration and evaluation of data. Miscue Analysis concepts, however, appear to be quite valid for measuring the reading performance of ESL students and were useful in the development of the final version of the AESL Diagnostic Reading Test.

An adaptation of the cloze procedure, used as an alternative to miscue analysis, reveals similar underlying information and can be used as a reading diagnostic tool for large group evaluation. This cloze procedure uses connected discourse in the form of linguistically and experientially appropriate stories and directs the potential for analyzable errors in a regularized manner by eliminating every fifth word and requiring the reader to replace

the deleted items. The procedure parallels the process of reading according to research findings (Bormuth, 1968; Oller, 1979; Lindberg, 1977) and also gives a process view (what the reader does while reading), as well as, a product view of reading performance (by calculating and evaluating the percentages of exact and non-exact responses). Additionally, the cloze procedure has been successfully used with adult ESL readers (Oller, 1978).

Therefore, the passages were first field tested using the cloze format. Later, four passages were selected for the final version of the AESL Diagnostic Reading Test and were revised to the maze format.

The multiple answer cloze test (Maze), a variation of the cloze procedure, has been gaining increasing popularity in recent years (Jonz, 1976; Pikulski and Tobin, 1982). Unlike the cloze, which requires students to produce written responses to each deleted item, the maze provides alternative answers for each blank. The students must choose among the answers.

The students' responses to the maze test items can be scored and evaluated qualitatively on answer sheets. This format allows the teacher to quickly and efficiently evaluate the reading ability of both the individual student and large groups of students. This format eliminates the need for teachers to construct, score tests, and plan lessons without guidance, as required when using a regular cloze procedure.

The AESL Diagnostic Reading Test is unique among maze tests in that most maze tests score for right answers only. The AESL Diagnostic Reading Test, in contrast, uses distractors which represent specific diagnostic categories reflecting various degrees of reading proficiency.

In addition, a Locator Test was developed to determine the appropriate level of the AESL Diagnostic Reading Test a student should take. The Locator Test is in the cloze format. The Locator Test passage is 310 words in length with 55 deletions. The passage is difficult and was designed to span a wide range of difficulty, encompassing the two levels of the AESL Diagnostic Reading Test. Therefore, the passage was specifically targeted to be at the frustration level (Bormuth, 1968) for beginning readers.

Preliminary Field Testing. The eight original passages (four per level) were pilot tested to determine which two passages per level were approximately the same difficulty and highly correlated. The two sets of passages that were selected were then tested again. In addition, the Locator Test was administered. Modifications were then made to the passages, based on the field test results. A maze version was constructed by analyzing and coding student responses. The responses best reflecting the error categories were chosen as distractors.

The cloze version and the maze version of the AESL Diagnostic Reading Test were then tested to determine their relationship. The Locator Test was also administered at this time. On analyzing the data, it was determined that the two test versions cloze and maze--tapped the same reading strategies

and global reading ability, although the maze was in fact an "easier" test. This difference in ease was taken into consideration by originally targeting the cloze versions of the test at a frustration level (Pikulski and Tobin, 1982).

The time allotted for each test was determined during the field testing. The forty-five minute time allotment for the Locator Test was based on the amount of time an average intermediate reader needed to complete the 55 blanks. A beginning reader is not expected to be able to complete the Locator Test. The time required for the maze tests is based on an untimed pilot test of beginning, intermediate and advanced students. The times required to complete the test were recorded and an average time was determined. It is important to remember that completing both passages of the maze tests is necessary for accurate diagnosis. Therefore, the average time of one hour per passage can and was extended to one and a half hours. The passage is too difficult for students at their current reading ability if they need more than one and one half hours to complete each test.

Participants. All of the preliminary and final field testing was conducted in the San Francisco Bay Area, Los Angeles and San Diego. Approximately 1,000 students participated in one or more aspects of the field testing. The field testing occurred between November 1980 and January 1982. All of the participants were enrolled in adult education ESL programs. The students' ages ranged from 17 to 83, their ethnic backgrounds were varied, the predominant cultures represented were Southeast Asian and Hispanic. Several European and Arab countries were also represented. The length of residence in the United States ranged from several weeks to ten or more years. The number of years of formal education in the students' native country was from no formal education to doctorate degrees, the majority of the students having completed high school.

Error Category Rationale. Four error categories were chosen as the most revealing indicators of ESL students' reading strategies, and a tentative hierarchy of error categories, based on broad concepts of miscue analysis, and the staff's knowledge as teachers of reading, was established. From this tentative categorization, student responses on the cloze version of the test were coded. Eliminating the acceptable responses (alternate responses which are a semantic and syntactic replacement for the identical responses), and non-acceptable responses (responses neither meaningful nor grammatical), the student responses on the cloze were found to fit the four established error categories. The hierarchy of categories did account for the reading errors made by the students. These categories encompass the most distinctive and significant information generated by the students' responses. The hierarchical categories reflect ESL students' reading strategies and represent decending degrees of proficiency in processing text for meaning. The categories are also generally confirmed as meaningful in current psycholinguistic research on the nature of the reading process (Lindberg, 1977).

Acceptable responses and unacceptable responses are not included in the

hierarchy. On a maze test, acceptable responses would yield no more information than the identical response. If a reader tends to respond with an "acceptable" alternative on a cloze test, that reader would probably choose the "identical" response on a maze test. Totally unacceptable responses are also not included. It is unlikely that other readers would share the same conceptual background which generated a response bearing no obvious or discernable relationship to the meaning of the text. A more stable indicator of a poor reader is a high percentage of responses in the Partially Acceptable and Minimal Unit error categories.

For the purpose of error analysis, each blank is viewed as the only blank in the sentence (i.e., as if the other blanks in the sentence were completed correctly). In the traditional method for scoring cloze tests for identical responses, the same analysis is employed. Miscue analysis uses the same procedure in one of its taxonomic categories. If analyzed in any other way, the system would be cumbersome, time-consuming and would require subjective interpretation by the test scorer. Analysis could not be built into the test and would, therefore, be impractical for the classroom teacher. It would also require comprehensive teacher training for effective use.

Parameters of the Error Categories. The following is a description of the four error categories: what was included in each category, what was excluded in each category and why.

Identical Response - No deviation from expected response. The deleted text word is restored. Acceptable responses are not included in the hierarchy because, as a distractor, an acceptable response would yield no more information than identical response. Additionally, if a student tends to respond with an acceptable alternative, the student is likely to select an identical response in a multiple choice format.

Semantically Appropriate Response - As stated above, a semantically appropriate response is meaningfully acceptable, but grammatically incorrect. These parameters, therefore, exclude distractors which are grammatically acceptable, but which are not meaningful.

A small percentage of "semantically unconventional" responses were generated by students on the cloze form of the test. In "semantically unconventional" ("non-English") responses, the grammatical components function as a unit to create a meaning distinct from the parts. For example, "They especially like dogs, and usually stop to talk to _____ with a dog." The identical response is "anyone"; the semantically unconventional response is "you". These "semantically unconventional" responses were not chosen as distractors: the responses were few in number and did not represent a diagnostically significant category.

Responses which contained information repeated in the surrounding text ("semantic repeats") were also not chosen to represent semantically appropriate distractors. For example, "Ali _____ out of the car." The identical response is "gets"; the semantic repeat response is "he". In such a response,

no new meaning has been added to the sentence, but meaning has been lost. The verb indicating motion is lost and the replaced word is a semantic repeat of the subject of the sentence, "Ali".

Although semantically appropriate, responses indicative of minor grammatical infractions, such as third person inflection or plural designate, have generally not been included as distractors. Such errors do not indicate a reading problem, but rather, a grammar problem. In addition, the graphic similarity between a response without the correct inflection, and the identical response, (i.e., "talk"/"talks") requires the student to focus unduly on letters in choosing an answer.

Semantically Inappropriate Response - A response or distractor that substantially alters the meaning of the sentence and is therefore, inappropriate in relation to the discourse. In addition to the kinds of responses indicated above as representative of this category, two types of "chunking" phenomena were also included. An "external chunk" is a response that extends sentence boundaries, ignoring significant punctuation and creating alternate or divergent meaning to that of the text.

For example, "both of them said, 'No.' _____, the waitress brought them the bill." The identical response is "So"; the semantically inappropriate response creating an external chunk is "thanks", the significant punctuation of a quote and sentence boundry are ignored. It is unclear if the reader is responding "no, thank you" to dessert or "thank you" for bringing the bill.

An "internal chunk" is a response which also ignores significant punctuation breaking one sentence into two complete sentences, creating an alternate or divergent meaning.

For example, "Ali brings the napkins and the cups _____ Behrouz brings the 7 Up." The identical response is "and"; the semantically inappropriate response creating an internal chunk is "home". A new meaning is generated--the activity occurring at home rather than the setting of the story, a picnic--and two sentences are created--the first sentence ending with "home" and the new second sentence beginning with "Behrouz".

If two complete sentences are not formed, the error is designated as partially acceptable and is not included in this category.

Partially Acceptable Response - A response or distractor is coded as partially acceptable only if it is judged to be within the experiential and grammatical domain of the ESL student at the particular level for which the test is designed. If the response is beyond the student's current range of linguistic and cultural experience, it is designated as an "exotic" response.

For example, "What kind of salad _____ would you like?" The identical response is "dressing"; the exotic partially acceptable response is "you". The "exotic" partially acceptable response could be completed with: "What kind of salad you (would prefer is my question)?" which is beyond the

current linguistic and experiential background of the intermediate reader.

It's more appropriate to code these "exotic" responses as a minimal unit because the student is more likely to have made a word association or to have generated a "prefabricated" chunk.+ It is less likely that the student has understood the larger portion of the text which would be reflected by a partially acceptable response.

Partially acceptable errors can be further differentiated by designating the responses as discourse "pre" and discourse "post" and sentence "pre" and "post" (i.e., responses which are acceptable with the preceding portion of the discourse or sentence, or responses acceptable only with the following portion of discourse or sentence).

The selection of distractors from among these four sub-categories is based on the distribution of error types in the student generated responses on the cloze version of the test. Because discourse "pre" and sentence "post" responses were the most frequent of the partially acceptable errors among student generated distractors this distribution was maintained in the maze version of the test.

Minimal Unit Responses - A response or distractor that is a "prefabricated chunk", a word association (including antonyms), or a semantic repeat is designated as a minimal unit. As mentioned above the minimal units and partially acceptable categories will, at times, overlap. That is, a distractor could theoretically fall into either category. The decision for its inclusion in one or the other category depended upon the likelihood of the response being generated in that category by non-native speakers at that linguistic and experiential level. If so, it would be chosen as a partially acceptable response. If not, it was considered to be a minimal unit (see the discussion relating to "exotic" partials above).

+ An example of a prefabricated chunk is "Many people wait at the laundromat because it takes at least one hour to wash _____ dry laundry." The identical response is "and"; the response creating a prefabricated chunk is "cloth". The reader is making an association with the word "wash" which doesn't fit the meaning of the sentence or large context of the text.

General Rules. A summary of the general rules for coding responses and selecting distractors follows. The coding of errors and the selection of distractors was based on a consensus of four of the authors.

1. Whenever possible, in constructing the maze test, the distractor choices were selected from student generated responses. We designed the test so that the student has an equal opportunity to select each error type per test passage. Distribution of the separate components of the error type (i.e., semantically inappropriate--grammatical (A), or semantically inappropriate--ungrammatical (B)) is based on the relative occurrence of these responses in the actual coding of the cloze tests and on an attempt to select the best student generated response for that category.

2. If an error could be classified in several categories, it was selected for the highest category of the hierarchy into which the response could fit. The student is thus credited with making the better, or more proficient choice. The only exception was explained above in the discussion related to the partially acceptable and minimal unit error categories.

3. Responses chosen for the partially acceptable category may not violate punctuation. A response or distractor is not a "partial" unless it is partially acceptable in the context of the punctuation in the text. Likewise, all partially acceptable responses are grammatical as well as meaningful.

4. Homonyms are never used as distractors since the AESL Diagnostic Reading Test is not a test of a student's spelling or pronunciation abilities.

5. "Semantic Repeats" are not used as distractors because no information is gained by the reader, and there is potential for meaning loss at the point where the redundant information replaces new information.

6. An acceptable response is never a distractor choice. If when presented with three non-acceptable responses and one exact response, readers tend to choose the exact response.

7. A totally unacceptable response is never a distractor choice. It is unlikely that other readers would share the same conceptual background which generated a response bearing no obvious or discernable relationship to the meaning of the text.

Construct and Criterion-Related Validity

The AESL Diagnostic Reading Test was designed to measure an ESL student's reading strengths and weakness. It provides information on their global English reading ability as well as providing specific diagnostic information concerning the most common types of reading errors that the student makes.

Global Reading Ability. The AESL Diagnostic Reading Test was designed to measure an ESL student's global English reading ability. Consequently, a student's AESL Reading Ability Score (i.e., the percent of correct responses) should be positively related to other independent estimates of a student's global reading ability.

As a result we had 130 students, who completed either the Beginning or the Intermediate Test Level of the AESL Diagnostic Reading Test, also completed a cloze version of the test. Our purpose was to collect data from students who took both the maze and the cloze versions, over the same test passages, in order to compare and validate the students performance on the AESL Diagnostic Reading Test with their performance on the cloze version. The cloze version was administered because it is a widely recognized procedure for measuring a student's global reading ability (Oller, 1972, 1979). In all instances, the cloze version was administered before the maze version was given.

Product-moment correlations coefficients were then computed between a student's AESL Reading Ability Score and their score on the cloze version. These correlations were very substantial. For the Beginning Test Form, r (64) = .88, $p < .0000001$, and for the Intermediate Test Form, r (62) = .94, $p < .0000001$. Because these correlation coefficients are limited by the reliability of the individual tests, we corrected for the correlations' attentuation to discover the true magnitude of the relationship. These correlations then became .94 for the Beginning Test Level, and .99 for the Intermediate Test Level. In short, to the extent that the students were likely to do well on the AESL Diagnostic Reading Test, then they were also likely to do well on the cloze version of the test.

To find out which cloze scores are associated with which AESL Reading Ability Scores, the data were then entered into a regression equation to calculate the most probable cloze scores that were associated with each of several AESL Reading Ability Scores. Tables 6 and 7 present this information.

Table 6

Beginning Test Level: Equivelent AESL Reading Ability Scores and Cloze Reading Ability Scores*

AESL Reading Ability Scores	Cloze Reading Ability Scores
53.6	20
59.2	25
64.9	30
70.5	35
76.1	40
81.8	45
87.4	50
93.1	55
98.7	60

* The percent of correct responses.

Table 7

Intermediate Test Level: Equivelent AESL Reading Ability Scores and Cloze Reading Ability Scores*

AESL Reading Ability Scores	Cloze Reading Ability Scores
54.8	20
59.6	25
64.4	30
69.1	35
73.9	40
78.7	45
83.5	50
88.3	55
93.1	60

*The percent of correct responses

Tables 6 and 7 show that a student who correctly answered 64.9 percent of the items on the Beginning Test Level or 64.4 percent of the items on the Intermediate Test Level, usually correctly answered 30 percent of the items on the cloze version. Similarily, a student who correctly answered 87.4 percent of the items on the Beginning Test Level or 83.5 percent of the items on the Intermediate Test Level, usually correctly answered 50 percent of the items on the cloze version. The standard errors of these regression equations, on the Cloze Reading Ability Scores were 5.35 percentage points for the Beginning Test Level and 3.85 percentage points for the Intermediate Test Level. The standard error of the regression estimate is a measure of the variability of the cloze scores about the regression estimates. For example, our best estimate of students' scores on the cloze version of the Beginning Test Level is off by 5.35 percentage points. To be more precise, given that we knew their AESL Reading Ability Scores, we would expect roughly 68% of our students cloze scores to be within 5.35 percentage points of our regression estimates.

A second method used in validating the AESL's Reading Ability Score is based on the assumption that students in an Advanced ESL class should be relatively more proficient in global reading ability, than students in an Intermediate Level ESL class, and that both of these class levels should be relatively more proficient in global reading ability than students in a Beginning Level ESL class.

Accordingly, we obtained program placement information for 220 students from 15 different classes who had completed the AESL Diagnostic Reading Test. Each student's class was categorized as a Beginning Level ESL class, as an Intermediate Level ESL class, or as an Advanced Level ESL class by giving the class instructor the preceeding alternatives and asking them to indicate which class designation was most appropriate. (It should be noted that the data presented here represent a new program in which the students completed the AESL Diagnostic Reading Test during the first semester of the programs existance. Because the program could not utilize teachers' recommendations or consider the student's prior academic record in making their placement decisions, the initial placement decisions were not as accurate as they could have been.)

One way analyses of variance were then performed on the students' AESL Reading Ability Scores. For the Beginning Test Level, this analysis indicated that these were significant differences among the class levels, $F(2, 101) = 15.76$, $p<.0002$. We anticipated that students in the Advanced Level ESL classes would be more proficient in global reading ability ($M = 88.9$, $n = 14$), than students in the Intermediate Level ESL classes ($\overline{M} = 68.0$, $\overline{n} = 72$), and that both of these class levels should be relatively more proficient in global reading ability than students in the Beginning Level ESL classes ($\underline{M} = 58.4$, $\underline{n} = 18$). A planned comparison testing for this monotonic trend was significant, $F (1, 101) = 29.41$, $p<.0000005$. To get some idea of the strength of the association between the three class levels and the students' AESL Reading Ability Scores, a product-moment correlation coefficient was computed after coding each Beginning Level class as a "1",

each Intermediate Level class as a "2", and each Advance Level class as a "3". This correlation was significant, $r(102) = .47$, p .0000005.

For the Intermediate Test Level a one way analysis of variance indicated that there were significant differences among the class levels, $F(2, 114) = 39.63$, $p < .0000001$. We anticipated that students in the Advanced Level ESL classes would be more proficient in global reading ability ($M = 87.2$, $n = 43$), than students in the Intermediate Level ESL classes ($M = 68.2$, $n = 58$), and that both of these class levels should be relatively more proficient in global reading ability than students in the Beginning Level ESL classes ($M = 46.8$, $n = 15$). A planned comparison testing for this monotonic trend was significant, $F(1,114) = 95.98$, $p < .0000001$. To get some idea of the strength of the association between the three class levels and the students' AESL Reading Ability Scores, a product-moment correlation coefficient was computed in the same manner as delineated previously. This correlation was quite substantial, $r(114) = .69$, $p < .0000001$.

We conclude, therefore, that students' AESL Reading Ability Scores by: first, substantially agreeing with the scores derived from the cloze versions; and second, by successfully differentiating among Beginning, Intermediate, and Advanced Level ESL students, is a valid indicator of an ESL students' global reading ability.

Diagnostic Error Profiles. The AESL Diagnostic Reading Test was primarily designed to diagnose an ESL student's reading strengths and weakness. Consequently, a student's AESL Diagnostic Error Profile should be positively related to another independent estimate of the student's reading strengths and weakness.

As a result, we had 130 students, who completed either the Beginning or the Intermediate Level of the AESL Diagnostic Reading Test, also completed a cloze version of the test. Our purpose was to collect data from students who took both the maze and the cloze versions, over the same test passages, in order to compare and validate the students AESL Diagnostic Error Profile with their error profile based on the cloze version. The cloze version was administered because if the students tended to make the same sorts of errors in the cloze version that they made in the more restrictive AESL Diagnostic Reading Test, then our confidence in the AESL Diagnostic Error Profile would be greatly strengthened. In all instances, the cloze version was administered before the maze version was given.

Because we were interested in the validity of the entire diagnostic error profile and not just the validity of the individual error categories, we computed for each student their AESL Diagnostic Error Profile and their error profile based on the cloze version. These error profiles listed what percent of the reading errors that the students made, were categorized as Semantically Appropriate errors, as Semantically Inappropriate errors, as Partially Acceptable errors, or as Minimal Unit errors. We then computed for each student a product-moment correlation coefficient between their two error

profiles. These correlation coefficients were then averaged across students by means of the r-to-z transformation. Chi-square tests for the homogeneity of correlations revealed that there were no significant differences between students in the degree to which their error profile on the one version was correlated with their error profile on the second version. This process yielded mean correlation coefficients which were very substantial. For the Beginning Test Level, $r(64) = .87$, $p<.0000001$, and for the Intermediate Test Level, $r(62) = .84$, $p<.0000001$. Because these correlation coefficients are limited by the reliability of the individual tests, we corrected for the correlations' attentuation to discover the true magnitude of the relationship. These correlations then became .97 for the Beginning Test Level, and .92 for the Intermediate Test Level. In short, the students' AESL Diagnostic Error Profile was very similar to their error profile from the cloze version of the test.

We conclude, therefore, that students' AESL Diagnostic Error Profiles, by substantially agreeing with the error profiles derived from the cloze version of the test, is a valid indicator of ESL students' reading strengths and weakness.

PART 5: REPORTING AND INTERPRETING THE AESL RESULTS

At this point, we assume that you have followed the scoring instructions and have scored your students' tests. If you have not yet done so please turn back to the section entitled "Scoring the Maze Test" located in Part Two of this manual.

REPORTING FORMS

There are three forms for recording and summarizing the test results--the "Group Record Sheet: Raw Scores," the "Group Record Sheet: Percentage Scores," and the "AESL Diagnostic Error Profile sheet."

Group Record Sheet: Raw Scores. Record the raw score information for each student on the form located on page 129. It is compatible with both levels of the test; however, it is necessary to record the scores of the students who took the Beginning or the Intermediate Test on separate record sheets.

For each student, you will need to record the following raw score information:

- The combined total number of correct responses from both passages;
- The combined total number of Semantically Appropriate (SA) errors from both passages;
- The combined total number of Semantically Inappropriate (SI) errors from both passages;
- The combined total number of Partially Acceptable (PA) errors from both passages; and
- The combined total number of Minimal Unit (MU) errors from both passages.

Group Record Sheet: Percentage Scores. After recording the raw score information for each student, please refer to tables 8 and 9 which convert a student's total number of correct responses into their AESL Reading Ability Score (i.e., the percent of correct responses). For example, suppose that a given student correctly answered 160 items on the Beginning Test Level. In table 8, 160 correct responses is equivalent to a Reading Ability Score of 80%. We would then record this information on the "Group Record Sheet: Percentage Scores," located on page 130. This sheet provides a means for summarizing the percentage results and it is compatible with both levels of the test. However, it is necessary to record the scores of the students who took the Beginning or the Intermediate Test on separate record sheets.

Table 8

Beginning Test Level:
Number Correct - Calculated In Terms Of Percent

#	%	#	%	#	%	#	%	#	%	#	%
1	1	36	18	71	36	106	53	141	71	176	88
2	1	37	19	72	36	107	54	142	71	177	89
3	2	38	19	73	37	108	54	143	72	178	89
4	2	39	20	74	37	109	55	144	72	179	90
5	3	40	20	75	38	110	55	145	73	180	90
6	3	41	21	76	38	111	56	146	73	181	91
7	4	42	21	77	39	112	56	147	74	182	91
8	4	43	22	78	39	113	57	148	74	183	92
9	5	44	22	79	40	114	57	149	75	184	92
10	5	45	23	80	40	115	58	150	75	185	93
11	6	46	23	81	41	116	58	151	76	186	93
12	6	47	24	82	41	117	59	152	76	187	94
13	7	48	24	83	42	118	59	153	77	188	94
14	7	49	25	84	42	119	60	154	77	189	95
15	8	50	25	85	43	120	60	155	78	190	95
16	8	51	26	86	43	121	61	156	78	191	96
17	9	52	26	87	44	122	61	157	79	192	96
18	9	53	27	88	44	123	62	158	79	193	97
19	10	54	27	89	45	124	62	159	80	194	97
20	10	55	28	90	45	125	63	160	80	195	98
21	11	56	28	91	46	126	63	161	81	196	98
22	11	57	29	92	46	127	64	162	81	197	99
23	12	58	29	93	47	128	64	163	82	198	99
24	12	59	30	94	47	129	65	164	82	199	100
25	13	60	30	95	48	130	65	165	83	200	100
26	13	61	31	96	48	131	66	166	83		
27	14	62	31	97	49	132	66	167	84		
28	14	63	32	98	49	133	67	168	84		
29	15	64	32	99	50	134	67	169	85		
30	15	65	33	100	50	135	68	170	85		
31	16	66	33	101	51	136	68	171	86		
32	16	67	34	102	51	137	69	172	86		
33	17	68	34	103	52	138	69	173	87		
34	17	69	35	104	52	139	70	174	87		
35	18	70	35	105	53	140	70	175	88		

Table 9

Intermediate Test Level:
Number Correct - Calculated In Terms Of Percent

#	%	#	%	#	%	#	%	#	%	#	%
1	0	41	17	81	34	121	50	161	67	201	84
2	1	42	18	82	34	122	51	162	68	202	84
3	1	43	18	83	35	123	51	163	68	203	85
4	2	44	18	84	35	124	52	164	68	204	85
5	2	45	19	85	35	125	52	165	69	205	85
6	3	46	19	86	36	126	53	166	69	206	86
7	3	47	20	87	36	127	53	167	70	207	86
8	3	48	20	88	37	128	53	168	70	208	87
9	4	49	20	89	37	129	54	169	70	209	87
10	4	50	21	90	38	130	54	170	71	210	88
11	5	51	21	91	38	131	55	171	71	211	88
12	5	52	22	92	38	132	55	172	72	212	88
13	5	53	22	93	39	133	55	173	72	213	89
14	6	54	23	94	39	134	56	174	73	214	89
15	6	55	23	95	40	135	56	175	73	215	90
16	7	56	23	96	40	136	57	176	73	216	90
17	7	57	24	97	40	137	57	177	74	217	90
18	8	58	24	98	41	138	58	178	74	218	91
19	8	59	25	99	41	139	58	179	75	219	91
20	8	60	25	100	42	140	58	180	75	220	92
21	9	61	25	101	42	141	59	181	75	221	92
22	9	62	26	102	43	142	59	182	76	222	93
23	10	63	26	103	43	143	60	183	76	223	93
24	10	64	27	104	43	144	60	184	77	224	93
25	10	65	27	105	44	145	60	185	77	225	94
26	11	66	28	106	44	146	61	186	78	226	94
27	11	67	28	107	45	147	61	187	78	227	95
28	12	68	28	108	45	148	62	188	78	228	95
29	12	69	29	109	45	149	62	189	79	229	95
30	13	70	29	110	46	150	63	190	79	230	96
31	13	71	30	111	46	151	63	191	80	231	96
32	13	72	30	112	47	152	63	192	80	232	97
33	14	73	30	113	47	153	64	193	80	233	97
34	14	74	31	114	48	154	64	194	81	234	98
35	15	75	31	115	48	155	65	195	81	235	98
36	15	76	32	116	48	156	65	196	82	236	98
37	15	77	32	117	49	157	65	197	82	237	99
38	16	78	33	118	49	158	66	198	83	238	99
39	16	79	33	119	50	159	66	199	83	239	100
40	17	80	33	120	50	160	67	200	83	240	100

To convert the students' raw error scores into AESL Diagnostic Error Profiles, it will be helpful to use an electronic calculator. First, add up all of an individuals' raw error scores to obtain the total number of errors for the test. Then divide the number of errors per error category, by the student's total number of errors for the test as a whole. This process will yield a percentage score representing the relative frequency with which they made a specific type of reading error, with respect to the total number of reading errors they made. In other words, a percentage error score informs us, that of all the reading errors an individual made, a certain percent was of a particular type of reading error. To illustrate, suppose that a given student chose 22 Semantically Appropriate distractors, 12 Semantically Inappropriate distractors, 4 Partially Acceptable distractors, and 2 Minimal Unit distractors. Then the total number of errors is equal to (22 + 12 + 4 + 2), or 40. Hence, for the Semantically Appropriate error category (22/40) = .55, for the Semantically Inappropriate error Category (12/40) = .30, for the Partially Acceptable error category (4/40) = .10, and for the Minimal Unit error category (2/40) = .05. These scores are then recorded on the "Group Record Sheet: Percentage Scores."

Creating an AESL Diagnostic Error Profile. At this point, you should have for each test level, a table summarizing the performance of your students, by listing their AESL Reading Ability Scores and listing what percentage of the distractors they selected, were categorized as Semantically Appropriate errors, as Semantically Inappropriate errors, as Partially Acceptable errors, or as Minimal Unit errors.

You are now ready to analyze your students' errors on a group or on an individual basis, by creating Diagnostic Error Profiles for them. Since the general techniques are similar we will concentrate on how to create a group's Diagnostic Error Profile, with the proviso that the same techniques can be used on an individual basis.

One approach is to determine the size and the composition of the group you wish to analyze. If the entire class took the same test then you may wish to average the scores, within an error category, to obtain the mean performance scores on the AESL Diagnostic Error Profile Sheet on page 131. After the scores are plotted, a connecting line should be drawn to form a profile as shown in Figure 1.

THE AESL DIAGNOSTIC ERROR PROFILE

Test Level _____ Test Date _____

Name/Group _____ Instructor _____

Percentage Score: ____ ____ ____ ____
SA SI PA MU

Percentage Correct: _____

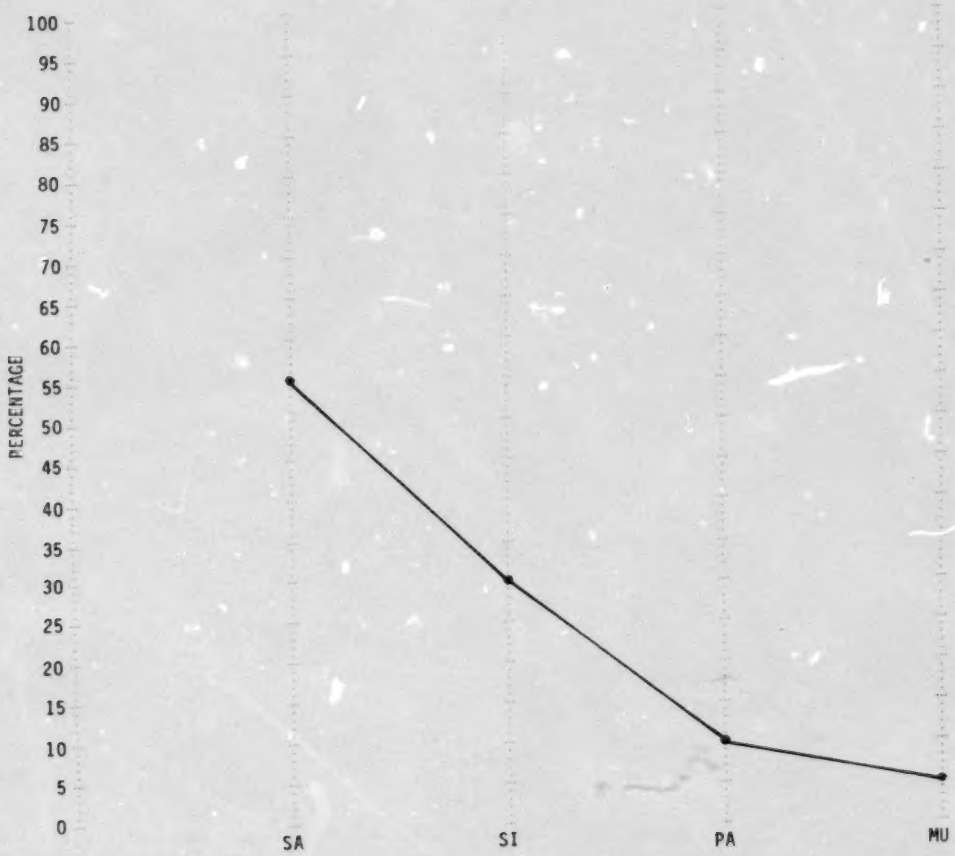


Figure 1

A second approach is to divide the class into three groups based on their Reading Ability Scores, and then creating a Diagnostic Error Profile for each group. The exact manner in which you divide the class into groups is entirely up to you; however, the groups' composition should roughly correspond to their reading ability, i.e., poor readers, average readers, and good readers.

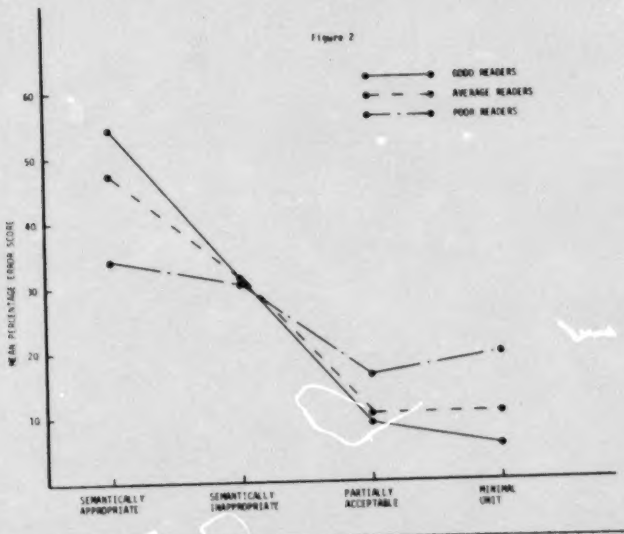
To illustrate this approach we will use the data from the students who completed the Beginning Test Level. The first task is to group our students according to their reading ability. Our approach stems from research conducted on cloze tests. If conventional reading standards are utilized, a passage on

which a student receives a cloze score below 38 percent correct indicates that the passage is too difficult for ordinary instructional purposes; a cloze score between 38 percent and 50 percent correct indicates that the passage is suitable for use in supervised instruction; and a cloze score above 50 percent correct indicates that the material may be used for independent study (Bormuth, 1967).*

If a cloze test is given to a class, students who score below 38 percent correct, may be thought of as poor readers; while students who score between 38 percent and 50 percent correct, may be thought of as average readers; and students who score above 50 percent correct, may be thought of as good readers, with respect to the same cloze test.

Earlier, we reported on the strong positive association between a person's AESL Reading Ability Score and their score on the cloze version. Consequently, we computed a regression equation to determine the most likely Reading Ability Scores that were associated with the critical cloze scores. We then used these Reading Ability Scores as cut points to classify the students as poor readers, average readers, or as good readers.

For each reading level, we then computed their mean performance, in each of the four error categories. These Diagnostic Error Profiles are shown together in Figure 2.



* Other investigations and investigators have generally confirmed these cloze scores. Bormuth (1968) sought to provide a frame of reference for interpreting scores of cloze tests when they are used for measuring comprehension difficulty of passages. Bormuth (1967), reported cloze scores of 38 and 50 percent as comparable to comprehension scores of 75 and 90 percent; in 1968 he reported cloze scores of 44 and 57 percent comparable to comprehension scores of 75 and 90 percent. Replicating these studies, Rankin and Culhane (1969) corroborated the validity of Bormuth's scores. They reported cloze scores of 41 and 61 percent comparable to comprehension scores of 75 and 90 percent.

INTERPRETING THE AESL DIAGNOSTIC ERROR PROFILE

Unlike other tests which are usually norm referenced, the AESL Diagnostic Reading Test is more of a content or criteria-referenced test. That is, an individual's reading errors are reported in terms of the four error categories we developed (Semantically Appropriate, Semantically Inappropriate, Partially Acceptable, and Minimal Unit) and the relative frequency with which the students made these reading errors, with respect to the total number of errors they made. We interpret an individual's test performance in terms of the meaning of the test's contents. Our focus is on what the individual does; and not, on how the individual compares with others.

A fundamental requirement of this approach is to clearly define and sample the knowledge assessed by this test. We believe that we have been successful in our construction of these tests, as evidenced by the fact that an individual's AESL Diagnostic Error Profile closely matches their error profile from a cloze version of the same test. This approach enables us to describe a students test performance in terms of their reading problems.

How to Use the Diagnostic Error Profile. It is important to keep in mind that the four error categories are hierarchical. In other words, the error types are ordered in a descending degree of "goodness." Semantically Appropriate being the "best" error, followed by Semantically Inappropriate, Partially Acceptable, and Minimal Unit being the "worst" error. Therefore, a Semantically Appropriate error is a "better" error than a Semantically Inappropriate error, and a Semantically Inappropriate error is a "better" error than a Partially Acceptable error, and so on. As such, no error category is completely independent nor dependent of the other error categories. A student's or a group of students' error categories are thus best viewed in terms of the total Diagnostic Error Profile.

In utilizing the Diagnostic Error Profiles, the relationships between the error categories are important, as well as the relationships between groups of students with differing reading abilities. The relationships between the error categories within a single group (i.e., good, average, or poor readers) can be examined, or the error categories can be compared across groups of differing reading abilities. These two approaches can also be applied on an individual basis, examining the error categories within an error profile, or comparing the individual's error profile to another individual's error profile or to a group error profile of good, average or poor readers.

To illustrate these two approaches, we will look at the data from the students who completed the AESL Diagnostic Reading Test, Beginning Level. Utilizing the criteria discussed earlier, we classified the students as good, average, or poor readers according to their Reading Ability Scores. For each reading level, we then computed their mean performance in each of the four error categories. These Diagnostic Error Profiles are shown together in Figure 2.

One approach to utilizing and understanding the Diagnostic Error Profiles is to look at the differences among the error categories. For example, if we

look at the Diagnostic Error Profile of the good readers, it is apparent that the majority of their errors fall into the Semantically Appropriate error category (54.1%), followed by Semantically Inappropriate errors (31.2%), Partially Acceptable errors (8.7%), and Minimal Unit errors (5.2%). One way of evaluating these differences is to estimate the relative magnitude of the differences. These students were making approximately 1.7, 6.2, and 10.2 times as many Semantically Appropriate errors as they were making Semantically Inappropriate, Partially Acceptable, and Minimal Unit errors, respectively. Furthermore, the students were making approximately 3.6 and 6.5 times as many Semantically Inappropriate errors as they were making Partially Acceptable and Minimal Unit errors, respectively. Lastly, the students only made 1.7 times as many Partially Acceptable errors as they made Minimal Unit errors. A similar approach can also be used to assess the differences between the error categories among the average and the poor readers.

A second approach to utilizing and understanding the Diagnostic Error Profiles is to look at the differences within an error category, among groups of students with differing reading abilities. For example, in Figure 2, it appears that the good readers made more Semantically Appropriate reading errors ($\underline{M}$ = 54.1, $\underline{n}$ = 22) than the average readers ($\underline{M}$ = 47.7, $\underline{n}$ = 27), and both of these groups made more Semantically Appropriate errors than the poor readers ($\underline{M}$ = 34.2, $\underline{n}$ = 57). A one way analysis of variance indicated that these differences were significant ($\underline{F}$ (2, 101) = 42.22, $\underline{p}$ < .0000001), with the test for a monotonic trend, also significant ($\underline{F}$ (1, 101) = 70. 49, $\underline{p}$ < .0000001).

It is also evident that the good readers made as many Semantically Inappropriate reading errors ($\underline{M}$ = 31.2) as the average readers ($\underline{M}$ = 31.8), and that both of these groups made as many Semantically Inappropriate errors as the poor readers ($\underline{M}$ = 30.6). A one way analysis of variance indicated that there were no significant differences ($\underline{F}$ (2, 101) < 1, $\underline{ns}$.).

In addition the good readers made fewer Partially Acceptable errors ($\underline{M}$ = 8.7) than the average readers ($\underline{M}$ = 10.2), and both of these groups made fewer Partially Acceptable errors than the poor readers ($\underline{M}$ = 16.2). A one way analysis of variance indicated that these differences were significant ($\underline{F}$ (2, 101) = 16.86, $\underline{p}$ <.0001), with the test for a monotonic trend, also significant ($\underline{F}$ (1, 101) = 24.62, $\underline{p}$ < .0000002).

Finally, the good readers made fewer Minimal Unit errors ($\underline{M}$ = 5.29) than the average readers ($\underline{M}$ = 10.30), and both of these groups made fewer Minimal Unit errors than the poor readers ($\underline{M}$ =19.17). A one way analysis of variance indicated that these differences were significant ($\underline{F}$ (2, 101) = 63.40, $\underline{p}$ < .0000001), with the test for a monotonic trend, also significant ($\underline{F}$ (1, 101) = 109.46, $\underline{p}$ < .0000001).

In short, the good readers made more Semantically Appropriate errors than either the average or the poor readers. The percentage of Semantically Inappropriate errors for the good readers was the same as for the average and

the poor readers. In contrast, the poor readers made twice as many Partially Acceptable errors and almost four times as many Minimal unit errors as the good readers. The average readers made as many Partially Acceptable errors and twice as many Minimal Unit errors as the good readers; but almost twice as few Minimal unit errors as the poor readers.

More generally, we discovered that the better readers tend to make fewer of the "bad" errors, Partially Acceptable and Minimal Unit errors, and more of the "better" errors, Semantically Appropriate and Semantically Inappropriate errors. Low ability readers tend to do the reverse, making more "bad" errors and fewer "good" errors.

Using the information gained from both approaches, the teacher can determine the appropriate instructional strategies most benefical in improving their students' reading ability. In our example, the good readers would most benefit from focusing on the two error categories into which the great majority of their errors fell: Semantically Appropriate and the Semantically Inappropriate errors. A concentrated effort to improve the students' reading ability would first focus on the Semantically Inappropriate errors, the "worst" of the two error types; because, in reading the connected discourse, the student has altered the meaning of the text.

The teacher would next focus on the Semantically Appropriate errors, the "better" error, knowing that this category indicates that the students are reading and understanding connected discourse rather well but do not have complete control over the grammatical system of English. Although, manipulation of grammatical structures is not considered to be a reading problem, it is a concern of both ESL teachers and ESL students, and as such, is viewed by both as an important aspect of language learning. In addition, the ESL teacher is not always certain if meaning has been retained or lost when grammatical construction is incorrect or incomplete. Therefore, instructional time should be spent to help the student reduce the occurrence of Semantically Apppropriate errors.

These teaching strategies also apply to the average readers. However, some time devoted to dealing with Minimal Unit errors, an error that the average readers made twice as frequently as the good readers, would be appropriate.

The poor readers demonstrated an overall low reading ability. These readers are having trouble extracting meaning from print. When the meaning is gleaned, 50% of the time, it is inappropriate to the discourse as a whole. Their Diagnostic Error Profile also shows that a substantial number of their errors fall into the Partially Acceptable and Minimal Unit error categories. The substantial amount of errors in the Partially Acceptable error category reflects the students' problems in using the predicting and confirming strategies to gain meaning. When they fail to extract meaning, they focus on small segments of print, which lead to Minimal Unit errors. The teacher would need to first concentrate on improving the students' global reading ability, and then work on all four of the error categories, beginning with the "worst" error category, Minimal Unit.

Under certain conditions you may encounter a nearly flat Diagnostic Error Profile where the relative percentages of the four error categories are nearly identical. One reason for such an error profile is that the students did a great deal of guessing, either because the test was too difficult or because the students were bored or unwilling to conscientiously complete the test. If the teacher suspects that the flat error profile is a reflection of low reading ability, the same teaching strategies as outlined for the poor readers would apply for these students.

After diagnosis the "Sample Reading Strategy Lessons" can be put to use. The appropriate Reading Strategy Lesson depends upon the class level of the students (Beginning or Intermediate), the specific reading ability of the students (good, average, or poor), and the problem error category (Semantically Appropriate, Semantically Inappropriate, Partially Acceptable, or Minimal Unit). The Reading Strategy Lesson is chosen based on these three criteria. For example, for the preceeding group of poor readers, in order to improve their global reading ability, the Sample Reading Strategy Lesson on pages 15 and 16 would be appropriate. Their specific problem with Minimal Unit errors can be dealt with using the Sample Reading Strategy Lesson on pages 18 and 19.

The "Sample Reading Strategy Lessons" are designed to give teachers concrete activities to use in helping their students improve their reading ability. But it must be kept in mind that these lessons are samples: ideas to be used directly in the form of the lessons and as a spring board for the teacher in designing activities to fit the needs of a particular class. The Reading Strategy Lessons are a sample--a sample of a few ideas among many to help ESL students overcome reading problems. We hope teachers will use these lessons as a guide in developing new ideas and activities for their students.

Group Record Sheet: Raw Scores

_____Test Level

Student Name	Total # Correct	Total # SA Errors	Total # SI Errors	Total # PA Errors	Total # MU Errors	Total # of All Errors

SA = Semantically Appropriate PA = Partially Acceptable
SI = Semantically Inappropriate MU = Minimal Unit

Group Record Sheet: Percentage Scores

_____Test Level

Student Name	% Correct	% of SA Errors	% of SI Errors	% of PA Errors	% of MU Errors

SA = Semantically Appropriate PA = Partially Acceptable
SI = Semantically Inappropriate MU = Minimal Unit

THE AESL DIAGNOSTIC ERROR PROFILE

Test Level _____ Test Date _____

Name/Group _____ Instructor _____

Percentage Score: _____ SA _____ SI _____ PA _____ MU

Percentage Correct: _____

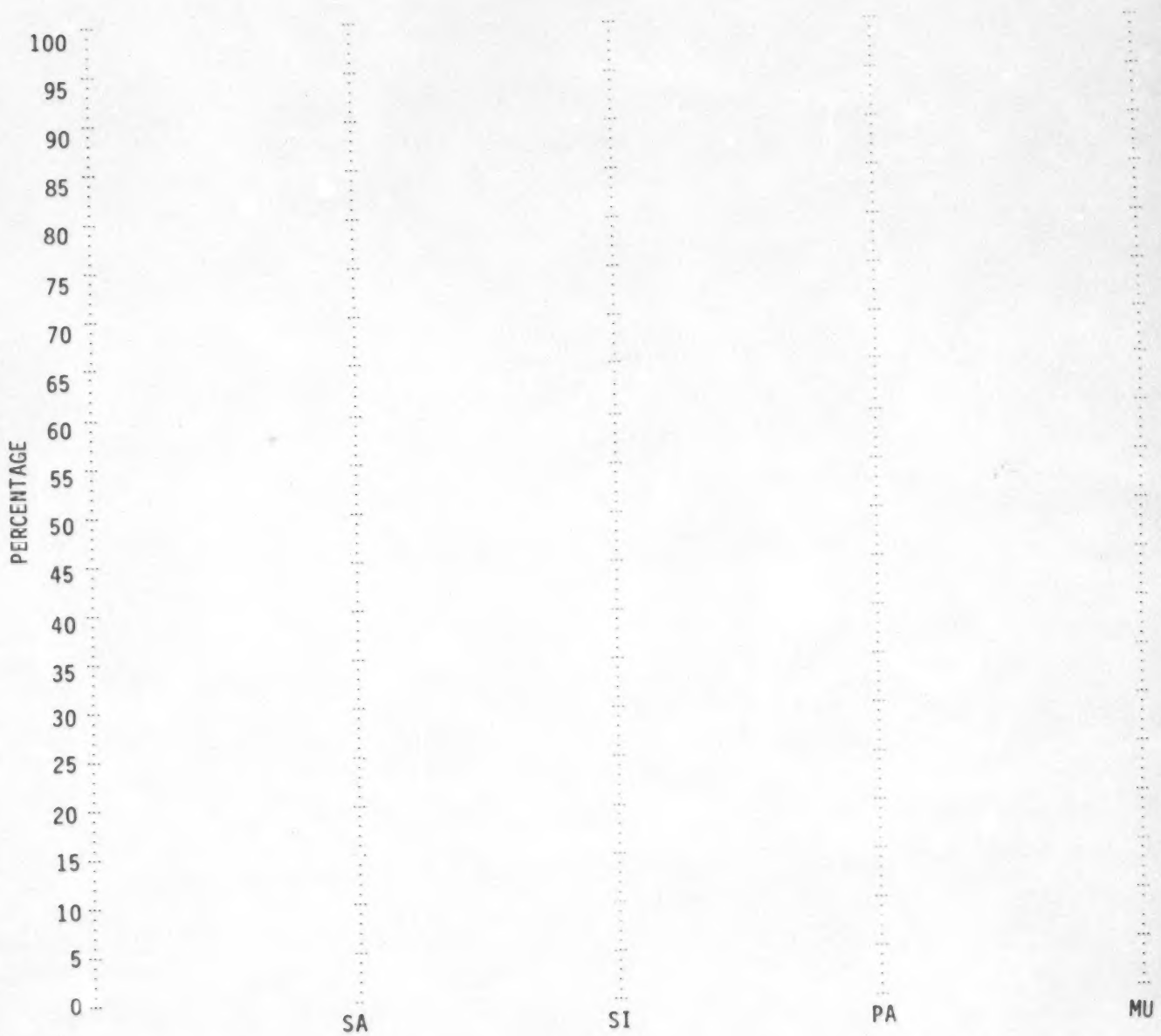


Figure 1

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